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ABSTRACT

This notebook was designed to provide general guidelines for beginning teachers who are establishing a Latin program. Prepared by Latin teachers in independent schools, the notebook offers suggestions and information on the following: (1) reasons for studying Latin, (2) the age for beginning Latin study, (3) methodology, (4) testing, (5) textbooks, (6) audiovisual aids, (7) recommended books for a teacher's library, and (8) professional organizations and their publications. (Author/PP)

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A TEACHER'S NOTEBOOK: LATIN

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FOREWORD

This notebook is designed to provide general guidelines for beginning teachers who are interested in establishing a successful Latin program. It is hoped that experienced teachers will also find it helpful.

It is not the intent of this notebook to dictate the methods, texts, or subject matter to be covered in a given level of language learning.

Correspondence regarding this or future Latin Notebooks should be directed to the Latin Committee, c/o the National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109.

Stephen Weislogel, Chairman	The William Penn Charter School Philadelphia, Pa.
Elizabeth Beers	East Woods School Oyster Bay, L.I., N.Y.
David Coffin	Phillips Exeter Academy Exeter, N.H.
Elizabeth Ferguson	University-Liggett School Grosse Pointe, Mich.
Ruth Fiesel	Friends' Central School Philadelphia, Pa.
Theodore Wells	Milton Academy Milton, Mass.

I. WHY STUDY LATIN?

Latin shares with all foreign language studies the ultimate goal of so educating a student in another tongue that he will eventually be able to read whatever material he wishes in its original form, absorbing directly the full flavor of its style and content, and meeting its author mind to mind without the interference of a translator's interpretation. Every student of Latin should realize from the outset that this ability to read, comprehend, and enjoy a vast and fascinating body of writing, extending over centuries of authorship, is the primary aim of his study of Latin. Because of the tremendous contribution of the ancient Romans to our culture, civilization, and language, this study can be extremely productive in explaining to students the origins and heritage of western civilization. The reading of Classical works can provide them with valuable tools for literary criticism as they later approach the great works written in their own and other tongues. Such study of the past is invaluable to both individuals and society in a world which today demands for its survival the development of long-range perspective and familiarity with the wisdom of the ages on the part of as many of its citizens as possible.

Latin offers its students many other benefits as well. Through the ages its value as an aid to students of English, as well as a number of foreign languages, is unsurpassed and so generally recognized that students are sometimes misled into regarding these advantages as the sole reason for

learning Latin. Tests have indicated that the study of Latin can improve reading ability and language skills, as well as increase vocabulary;[1] introduced through familiarity with Latin to an awareness of the roots and origins of words, students can be given a lifelong investment in vocabulary building. The phonetic spelling of Latin, where virtually every letter is pronounced, in addition to the paucity and absolute consistency of its vowel sounds, makes Latin an excellent subject for poor spellers and those students who have difficulty with the oral aspects of language; it improves their awareness of individual sounds and enables them to carry over into English many words learned phonetically in Latin. Even the differences between Latin and English (in word order for example) contribute to a better understanding of the structure of one's own and other languages.

Through the ages, both students and teachers have respected Latin for the mental discipline it involves, grateful for its power to contribute toward the development in its sudents of reasoned and logical thinking. Sometimes we overlook its tremendous value simply as a source of interest and pleasure to those who are fascinated by the intricacies of language communication in all its various forms, and who find delight in the ability to understand more than one tongue. Moreover, the sheer pleasure of reading this majestic language and enjoying the balance and flow of its style, its economy of words, and its lucidity, is reason enough to undertake and pursue the study of Latin.

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[1] Evaluation of the Elementary School (FLES) Latin Program 1970-1971, Office of Research and Evaluation, The School District of Philadelphia. Report No. 7202.

II. THE AGE FOR BEGINNING LATIN

The debate about the best grade in which to begin Latin concerns Latin's place in the curriculum more than it does the ease with which students can learn Latin at a particular age. Aside from the traditional public school practice of beginning in grade nine there are those who favor starting at such disparate ages as the elementary school and the university.

One argument for starting early is the practical consideration that if we catch students before some other language does, at least we have a chance to teach them. The competition of the Modern Foreign Language in the Elementary School (FLES) program as it expanded rapidly a few years ago was doubtless a great stimulus to putting Latin in the lower grades.

Another impetus toward an early starting age is the recognition that, where the teaching of English is casual that something like the study of Latin is necessary to develop precise use of language. Though the teaching of English and Latin grammar as if they were one and the same does not have the approval that it did fifty years ago, recent experience has confirmed the opinion that the thorough study of a foreign language can make a student more conscious of the structure of his own tongue. The earlier a student receives this training, the earlier he can take advantage of it. In many conservative schools there is a tradition that the Latin teaching in grades VII and VIII, and sometimes in VI carry a large part of the responsibility for teaching English grammar. Now some city school systems have turned to Latin in the elementary school as one way of expanding the horizons of children from culturally deprived homes and of helping them to develop verbal skills. The

Latin FLES programs in Washington and Philadelphia have been of enormous benefit in raising verbal scores on standardized tests.

The opposite point of view that it is better to postpone Latin until the university offers as its strongest argument the speed with which a student of that age can learn the language. This argument, however, is subject to effective refutation. While it is true that college students learn rapidly, they do not learn as thoroughly as in secondary school, where there is more time for drill and for individual coaching. It seems unfair to limit a secondary student to studying the Classics only in translation and thus to force him to postpone the very type of work most effectively done at that level, viz. the learning of the language itself. The results in the secondary schools which have been able to keep a reasonable enrollment show that the high school years are an efficient time in which to learn Latin.

Obviously, the best Latin students are those who begin early and continue the study for many years but such students will always be in a minority. It is easy for students who start Latin early to become bored with it and to turn away to other languages for variety. There has been increased enrollment in beginning college courses, but with the great choice of subjects available today it is unlikely that great numbers of college students will elect Latin. They do not want to undertake the hard, somewhat tedious work of an elementary course in a language which they cannot use in travel or business.

Pushing Latin either down or up the academic age ladder will not automatically correct low Latin enrollments.

Purpose of the Courses

The principal caveat is that in the teaching of Latin no other goal be pursued to the detriment of the reading program. Until a student can understand a Latin text with reasonable accuracy and ease, he is unable to advance beyond the elementary stage in the study of Latin. A student who has learned to read Latin can adapt himself to any emphasis which he may find in later courses, whereas one who has slighted reading in favor of another goal, however worthy, will be at an insuperable disadvantage. The goal of reading at sight should be emphasized right from the beginning of the curriculum, and it should never be ignored even when the class is temporarily concentrating upon other aspects of classical studies.

The student with several years to devote to Latin should be expected to achieve an acquaintance with Latin literature, some experience in the workings of linguistics an appreciation of Roman civilization, and a marked increase in his English vocabulary through his knowledge of Latin roots. Because of the inevitable limitations of time, the teacher must establish his own priorities of emphasis in each course.

Latin Literature

The most efficient method of preparing students to read literature is to decide on the first authors to be studied, and then to teach the vocabulary of these authors as well as isolated sentences from their writings. The traditional examples of this method are the elementary books which lead directly to the reading of Caesar, but the same kind of introductory program could be worked out for any author.

Students who continue beyond the second year should certainly read some works in toto, but they will not get much appreciation of the scope of Latin literature if they struggle through an oration or a long consecutive portion of poetry before they can read with some ease. On the other hand, in unrelated short selections they do not become familiar enough with any author to feel at home with him. As the selections from various authors are presented, the students should learn something about these authors and their place in the history of Latin literature.

The teacher will have to establish his own definition of "read" in the reading of literature. This can vary, with justification, from wide reading for comprehension to close reading for the study of style, structure, and sources. In studying a long work such as the Aeneid, many classes read the whole epic in translation but study only a few books thoroughly in Latin.

Linguistics

The goal is to learn how languages work and to develop techniques for learning a new language. From this point of view, Latin is regarded more as a preliminary to the study of other languages, including English, than as a study of literature. In such a class, students would work out the principles of the language by comparing examples of structures and noting endings and other structural signals. This is an interesting and thorough, but very slow, method of learning elementary Latin. It is therefore seldom used in its pure form.

Roman civilization

That Latin students should come away knowing the mores, the thought, and the physical surroundings of the ancient Romans is a commonly accepted

goal. It is for this reason that many elementary books have long included sections in English on these matters, and Latin teachers have been urged to turn their hand to the teaching of history, philosophy, art, archaeology, food, and dress--almost anything connected with ancient Rome and its provinces. It is easy to interest a student in these aspects of ancient studies, and through this interest he may be enticed into working hard on the language itself in order to read firsthand the writings of these people who have caught his fancy.

As long as the material on civilization is in English, however, it has so little direct bearing upon learning Latin that it has to be treated briefly. If a student's main purpose is to learn quickly about Roman civilization, he would be better advised to take a course in ancient history.

Material on Roman civilization, presented in Latin, is one of the most attractive types of elementary reading. The inevitable lack of artistic worth imposed by the student's limited Latin is not as apparent here as in the retelling of more literary subjects. The teacher can add a considerable amount of information in English without getting away from the passage which the class is reading.

English vocabulary

While studying Latin is not the most efficient way of learning English vocabulary, the fact remains that it expands students' English vocabularies. This ancillary benefit is realized in proportion to the extent to which the teacher emphasizes it.

A school should establish the order in which it ranks the above purposes

in the first three years of its Latin program, for it is unrealistic to expect great success in all of them at once. Such lack of realism has caused a public relations problem in the past, as some overly enthusiastic supporters of the cause of the Classics have listed all the possible virtues of long acquaintance with the Classics as if they were the normal result of a few years of Latin.

Choice of Authors

The traditional American curriculum of Caesar, Cicero, Vergil has come under serious criticism for several reasons:

1) Many students have had so little experience in reading English prose with long, involved sentences, that they find Latin prose more difficult than Latin poetry.
2) Many students enjoy reading poetry more than prose, and they are no longer willing to work through two years of what does not interest them in order to win the reward of a year of Vergil.
3) The imperialistic views of Caesar and Cicero are unpalatable to present-day students.

There are strong reasons for feeling that for a person who is not going to read all of Latin literature, a knowledge of Latin poetry is of more importance than a knowledge of Latin prose. The most convincing argument is that the school of modern poets under the influence of Ezra Pound turned to Classical models. The works of Eliot, Auden, MacLeish, Frost, and Lowell, as well as of Pound himself, are based upon the Greek world of thought and the Roman world of literature. While one can appreciate these poems on one level without a knowledge of the Classics, one cannot understand the craft involved

unless he knows the ancient models. From this point of view, the most important Latin authors to be studied are Vergil, Horace, Catullus, and Ovid. Caesar and Cicero cannot compare with them in their influence upon contemporary English literature.

Another reason for favoring poetry in the secondary school Latin program is that the need for reading it in the original is immediately apparent to a student. It requires a more sophisticated knowledge of the rhetorical art to see why reading a prose work in the original is worth the trouble.

On the opposite side of the argument is the opinion that it is wise to work with the more regular constructions of prose before going on to the greater freedom of poetry. In considering style, for instance, a student cannot recognize what is "poetic" about a poem, if he does not know how the same ideas would be expressed in prose. It is principally for this reason that some schools still consider Caesar or Nepos an essential bridge from the "made" Latin in an elementary program to courses in Latin literature. It is recommended that at least some easy prose be read before beginning Ovid or Vergil.

Periods to be Studied

The first century B.C. and the first century A.D. have long been the province of secondary school Latin. Excursions outside it have usually been in search of somewhat easier readings, such as Mediaeval tales, of Christian content, or in the interest of something humorous, such as comedy. A justification for widening the scope of Latin, has received only token recognition, is the fallacy of telling students that Latin was a world language for centuries and then limiting their reading of it to a handful of authors in two centuries.

To find interesting reading in later Latin is no problem. (See Textbooks Chapter VI). What does have to be considered is whether students in secondary school can be familiar enough with the general structure and vocabulary of Latin to be able to adjust to wide variations of style. In this respect, certain Renaissance Latin authors, such as Poggio, Aeneas Silvius, and Erasmus, offer good possibilities, for their work is modeled upon Classical sources. Some later authors have the additional advantage of dealing with subjects which are relevant to what the student is meeting in other courses, e.g., Copernicus on astronomy, Newton on gravity, and Euler on the calculus. Studying these authors can be very rewarding if both the teacher and the student are sincerely interested in the subject matter. Some topical reading material can be presented in "mini-courses", e.g., inscriptions and graffiti or selections around a theme, like "revolt".

Reading in post-Classical authors should be treated as an addition to the central reading of the course and should be presented in only a modest amount. Too much exposure to some Mediaeval writers, for instance, will hamper a student's reading of Classical Latin.

Learning vocabulary

Unless a student is preparing to read a specific work by a specific author, there is no true answer to the question as to what vocabulary he should learn. The variety in the vocabularies of the elementary books is the biggest problem in combining books from different series, and the problem continues until the student has had experience with several authors.

As the elementary books put more emphasis upon reading, they present

such a wide vocabulary that the ordinary student can master it only by spending longer on the book than its contents warrant. In deciding which words the student must know thoroughly, the teacher will find help in consulting the NAIS Latin Word List or Colby's Latin Word Lists. These lists can also be used by students to reenforce their knowledge of vocabulary, but learning vocabulary from lists should not be considered a substitute for learning it in context.

As soon as they are capable of understanding the entries, students should be encouraged to use a Latin dictionary. Once they have developed the habit of using a dictionary, they have a feeling of freedom and competence which cannot be theirs while they are dependent upon the selected vocabularies at the back of textbooks.

Elementary Reading Material

Elementary reading material must have a limited number of constructions and a limited vocabulary. To be attractive to a student and to make him feel that the work is worthy of him, it should be either humorous or reasonably mature. Otherwise, he begins to think that the content of what he reads is unimportant, an attitude that can quickly become so engrained that it survives to some degree even when he begins to read real Latin.

Real Latin of an easy nature is hard to find beyond isolated sentences. For any consecutive work it is necessary to fall back on made Latin, which has the obvious disadvantage of not being written by a native. Teachers writing material for their classes should be sure that the passages build toward the ability to read Latin. For instance, they must be couched in high-

frequency vocabulary and phrases. As soon as possible, they should also be written with due regard for the Roman affection for subordination, the principle which doubtless causes more trouble than any other when the student begins to read Latin prose.

It is probably preferable that the elementary made material have ancient subject matter. Although it is interesting for a class occasionally to read translations of modern songs or children's stories, these diversions take time that could be spent developing a background in classical civilization.

Writing in Latin

The writing of Latin is no longer a primary goal of many secondary school Latin courses. At an elementary stage, the translation of English sentences does serve to fix Latin forms and constructions in the student's mind and to make the student recognize the structure of an English sentence. Experience has shown, however, that the ability to translate from English into Latin does not have much correlation with the principal goal, reading a Latin text.

Beyond the elementary stages, classes now a days probably do more rewriting of Latin than they do translating into Latin. The rewriting of a Latin construction in another form demonstrates to a student the variety of constructions available to an author, and it shows the teacher how thoroughly a student understands the variations. The rewriting of a Latin passage in a series of short independent sentences with nouns in place of pronouns can help a student understand a complicated passage.

For other than these rudimentary purposes, the writing of Latin is now left to the specialist.

Oral Work

Despite the spread of the Nature Method, there are not many schools where Latin classes are conducted entirely in Latin, let alone where there are real conversations in Latin. Because Latin is currently studied primarily as a literary language, working on the vocabulary for contemporary items and school-room needs diverts precious time from the principal goal of the course.

Many teachers, however, have found that oral drill and Latin question and answer work help a student to remember principles. Doing pattern practices in the language laboratory is a very effective type of assignment for elementary students, provided that the students are mature enough to understand the nature and purpose of the exercises. With oral elementary work and the use of taped versions of literary passages, a student can come much closer to the appreciation that a Roman would presumably have had of the passage than if the oral aspect of Latin is ignored.

The elementary books planned for oral use can easily be adapted to a semi-oral program.

Use of English Translations

English translation, once frowned upon by Latin teachers as unethical, have now been accepted as part of the well-equipped Classical library. With the reading of the Aeneid in translation recommended as part of the Advanced Placement syllabus, it is difficult to act as if such aids to learning do not exist.

The practical problem is to persuade the student to use translations wisely rather than to his own detriment. For one thing, the quality of the translation should be stressed, so that there is a clear distinction between a literary version and an inter-linear "trot." For another, everything possible should be done to prevent a student from developing the habit of depending upon someone else's translation in order to understand a passage which he is supposed to be reading in Latin. Common sense warns against setting up a situation where the student using a translation can be as successful as the one working on his own. Sight translations, substitution of nouns for pronouns, explanation of structures, supplying of Latin synonyms and antonyms give convincing proof that a student understands the Latin he has read.

Used in the proper spirit, translations can add a needed dimension to a Latin class. They allow a student to become familiar with the scope of an author's work, even though he himself has time to read only a portion of it in the original. To read a long work such as the Aeneid in English before concentrating on certain selections puts the passages in perspective, and it helps the student to understand what is happening better than if he read the work line for line slowly in Latin. By reversing the procedure, students can read a translation as a form of review after they themselves have worked over selections of some length.

Translations are invaluable in offering a general understanding of other works which influenced the author under consideration. Translations of Greek literature are particularly helpful in introducing Latin students to the literary

environment in which the Roman wrote.

The most advanced use of translations is as a form of literary criticism. Comparing various good translations of a Latin passage calls attention to nuances in the original and serves a vivid evidence of the impossibility of transferring perfectly from one language to another.

III. METHODOLOGY

Whatever choice of method a teacher may make, once students have learned the fundamentals of the language, they should be able to read Latin authors. At this point students trained by different methods can be mingled in the same class.

TRADITIONAL

The name is used in the true sense of trado as the method used both in Europe and the United States for many years and handed on from one generation to the next. The most commonly used traditional text is Jenney, First Year Latin, Allyn and Bacon. The method is based on descriptive grammars, on first learning forms and vocabulary and then applying them to the language. In the beginning years, much writing of English to Latin sentences is included. Declensions and conjugations are taught vertically and cases are normally listed in the order of nominative, genitive, dative, accusative, ablative (in some texts vocative and locative are included as cases in the paradigms).

In a traditional text, a lesson often begins with a description of the grammar to be covered. Then follow drills and English-to-Latin and Latin-to-English exercises that give practice on the grammar just explained. A vocabulary is often included before the Latin to English story, which is only to be translated after the vocabulary is memorized. Translation rather than comprehension is stressed. Traditional texts always contain a Latin-English, English-Latin vocabulary in the back of the text. Generally, the vocabulary

prepares a student to read Caesar. Multimedia packages are usually not included at all or were designed well after the original publication to the book.

Positive Aspects

(1) The method is familiar to many teachers.

(2) The grammar is clearly spelled out and once the student has done the necessary memory work, he can translate sentences English to Latin and Latin to English.

(3) Vocabularies are usually limited and, if geared to reading certain authors, give students confidence in reading those authors.

(4) Most important: it has been tried and has produced excellent Latinists and Classical scholars.

Cautions

(1) Students apply inductive reasoning to Latin, thus missing the opportunity to discover the grammar of Latin through deductive reasoning.

(2) Vocabulary is memorized out of context and the first meaning given on a list stays in a student's mind. Thus when students translate Latin they may tend to assume that each word has only certain set meanings.

(3) Latin grammar and English grammar are often very different, and it becomes difficult to explain such concepts as the dative case (indirect object is never used with a preposition in classical Latin) to students.

(4) The vertical approach, especially in verbs, leads students to put v into many third principal parts, basing this on their knowledge of the first conjugation.

(5) Finally, a student may tend to think English-to-Latin or Latin-to-English rather than Latin-to-Latin.

However, a good teacher will be able to overcome these problems by varying one's methods, intelligent drills, and sensible explanation.

The Structural Approach

The so-called new method text books actually vary a great deal in content and approach, but it is nonetheless possible to see certain assumptions and goals which they share. The following generalities may be applied to all such texts, though for clarification a closer look at several leading examples follows this list:

1. Meanings of words are cued by pictures, synonyms, antonyms, Latin descriptions, etc. An attempt is made, in short, to promote the learning of Latin through Latin. (A given text may incorporate a limited, diminishing, or no amount of English.)

2. Vocabulary lists are deemphasized or omitted altogether. When they do appear, they frequently omit English definitions. Grammatical analysis is deemphasized in favor transformational grammar exercises. The panoply of English terms used in traditional texts to explain Latin grammar is lacking.

3. Latin readings or quotations precede any formulation or discussion of grammatical principles being presented. Frequently, students are expected to deduce the grammar from sample sentences. Similarly, vocabulary appears in context before it is defined.

4. Cases and verb forms are presented horizontally, i.e., in order of frequency in Latin literature. (Nominative appears most frequently in literature, accusative is second, followed by ablative, dative, and finally genitive, which appears least frequently. Verbs are presented first in the third person singular and plural, active and passive, as the third person accounts for more than half of the finite verbs found in Latin literature.)

5. English to Latin translation is assumed to be a skill which can not be transferred to reading Latin and is deemphasized or omitted altogether.

6. Active use of the various senses is encouraged. Visual cues, the speaking of Latin, hearing Latin on tapes, etc., are intended as aids to an accurate and firm memory of the language.

7. Readings are usually meant for comprehension rather than translation. They are frequently accompanied by Latin questions to be answered in Latin.

Direct Method

In the past 20 years, there have been several important innovations introduced in some beginning text books. The direct method, best represented by Lingua Latina Secundum Rationem Naturae Explicata (popularly called the Nature Method), is written entirely in Latin and assumes that the language will be taught entirely in Latin without use of or reference to any other language. Meanings are cured by marginal drawings, diagrams, signs, and Latin synonyms and antonyms. Grammar is explained at the end of each chapter solely in Latin. Presentation of material is orderly and logical; degree of difficulty increases sensibly. Exercises serve the

goals of the series. The positive aspects of this series, if used as intended, include:

1. Comprehension of Latin as Latin and the only end in itself rather than its comprehension in preparation for another language.

2. Minimal risk of confusing English idiom with Latin idiom.

3. Students are encouraged to generate their own, original Latin.

4. The text is compact and economically presented.

Cautions:

1. Teachers trained by traditional methods and who have taught by traditional methods will have to reexamine the skills and goals to be promoted. (e.g., English to Latin translation exercises have little place here; they should logically be replaced by Latin to Latin exercises in the form of Latin resumes of readings, Latin discussions, etc.)

2. The series places a heavy burden of responsibility on the teacher to maintain Latin as the reference point for all meanings and explanations of grammar.

3. The Latin is artificial; the style is regularized in a way that "real" Latin never was. Hence some difficulty in transition to classical Latin can be expected.

TRANSFORMATIONAL

The most outstanding example of the transformational approach is represented by the Peckett & Munday series, Principia and Pseudolus Noster. Exercises cluster various syntaxes which may be used to express the same meaning in Latin (e.g., "cum + pluperfect subjunctive = "postquam" + perfect indicative = ablative absolute.) Thus, a student learns inflections in the process of learning that several different constructions may express the same idea in Latin. The exercises are "vanishing," (see gloss) i.e., a

transformation pattern of four or five lines is presented whole for examination. Subsequent sets of the same type of pattern gradually omit key inflections, words, and finally entire lines which the student must supply himself. Readings accompany each such exercise which provide numerous examples of a particular grammatical point. This series includes a number of additional exercises in the appendices including English to Latin sentences. The vocabularies imply that the readings are meant for translation.

Positive Aspects

1. In the mind of the student an association of one Latin idiom or construction to other Latin idioms or constructions. (Hence difficult Latin constructions which have no parallels in English are automatically associated with Latin constructions which are easier to understand.)
2. Comprehension of Latin through Latin is encouraged.
3. Playlets about Roman legands and historical events encourage students to speak Latin and associate the words with meaningful physical movement.
4. Vocabulary is diverse enough to prepare students to read a variety of authors, including poets, samples of whom are included at the end of the second volume.
5. Most exercises and all the readings conclude with an amusing "punch line" which rewards students who work for an accurate understanding of what they are doing and reading.

6. Compactness in economy of presentation.

Cautions:

1. The regularized nature of the vanishing exercises makes it possible (though not necessary) for students to complete patterns correctly without thinking of the point to be grasped.
2. Readings in Pseudolus while ingeniously and wittily written, are actually Latin versions of the stories of Till Eulenspiegel and bear no relation to the Romans or antiquity.
3. Some difficulty in transition to "real" Latin should be expected since all readings are modern compositions.

Programmed Text

The leading programmed text is Waldo Sweet's Artes Latines. All information is molecularized into frames. (see gloss) Each frame presents a small task for the student to perform so that even difficult concepts can be learned in a logical, easily digestible progression. The material is presented so that the student will have a very high rate of correct responses to questions in the frames. Latin structure and lexical items are taught through short quotations from classical Roman authors. As the student progresses, the quotations become longer until they include entire poems from Martial and Phaedrus and selections from Horace. This particular series is supported by a broad range of ancillary materials that provide additional visual, oral, and aural experiences.

Positive Aspects:

1. The programmed text is especially suited to individualized-learning classes since, in effect, the frames create a momentum of their own,

leaving no doubt in students' minds as to what they must do next. Individual rates of progress in the same class, therefore, are an acceptable, though not a necessary format.

2. Where possible, meaning is cued by pictures. Explanations of grammar are in English in the earlier stages, but the English gives way to Latin as the program progresses.
3. Transformational exercises are an integral part of the text.
4. A direct method of teaching and learning is encouraged by this text but it is clearly not supposed to be used to the exclusion of all other methods.
5. An imposing array of supporting materials (tapes, film strips, student and teacher reference notebooks, test books, keys, etc.) make this a truly multi-media package. The materials form a carefully integrated program.
6. Memorization of Latin quotations strikes students as desirable since they can apply them in their daily lives.
7. Since classical Latin is presented throughout the text, there is little or no difficulty in transitions to extended passages from classical authors.
8. The Lectiones are well coordinated to the programmed texts.

Cautions:

1. Some students may feel "locked into" the program; cuts are impossible without losing the thread of learning.
2. Programmed texts appear mountainous to students, and there is a great deal of memorization of Latin sentences required; students

need to be reassured that their progress will certainly be much faster than it would be through more conventional texts. Completion time is about the same as it is with conventional texts.

3. The Artes program is expensive compared with other, more conventional series.

Elementary School Programs

Latin text books for children are limited. The best promoted and most widely recognized is the Cambridge Latin Course. It may perhaps be classified as a combination of the Traditional and Structural approaches. The Course is divided into four Units, each one of which is bound into separate booklets, or stages, of approximately 15 pages. Each booklet has a unifying theme such as Cena, Thermae, etc. Early stages begin with a series of simple drawings of scenes in the house or baths, etc., with captions describing the pictures. Latin stories are accompanied by Latin to English vocabularies, comprehension questions in English, and fill-in exercises drilling the particular grammatical point covered in the unit. Cases and verb forms are presented in order of frequency in Latin literature, i.e., horizontally (see Glossary.) The final sections of each stage consists of "paralinguistic" material. Written in English, this section deals with the cultural, social, and intellectual matrix from which Latin literature emerged.

Positive Aspects:

1. Students learn to comprehend Latin for reading purposes.

2. Students understand the content, style, and values of Roman civilization, particularly of the 1st century A.D.

3. The series is well suited to young children, e.g., sixth graders.

Cautions:

1. The teacher whose experience is in the traditional method will face adapting his teaching techniques to this course. Presentation of traditional, formal grammar, use of such terms as "accusative case," or "third person singular," etc., are not incorporated in this series.

2. Word order is rather artificial and fixed (subject-object-verb), thus tending to cue students to meaning through style rather than inflections. An experienced teacher will know how to compensate for this.

3. Students destined for traditional classes will have to be taught traditional grammatic terms.

Mention should be made of two programs written in this country for children in grades 4 to 6. They are

1. The Elementary School (FLES) Latin Materials of the School District of Philadelphia (Division of Foreign Languages, Instructional Services, The School District of Philadelphia, Philadelphia, Pa., 19103).

and

2. The Washington, D.C. Elementary School (FLES) Latin Materials (Department of Foreign Languages, Public Schools of the District of Columbia, Washington, D.C. 20004).

The materials in both programs are developed extensively and should be investigated by any teacher considering teaching Latin to very young children.

Computerized Programs

There is a computerized program available, PLATO (Programmed Logic for Automated Teaching Operation.) For information, contact Dr. Richard Scanlon, Department of Classics, The University of Ill., Champaign, Ill. Another such program has been devised for use with Waldo Sweet's Artes Latinae by the School District of Philadelphia. For information, write to the address given above.

Glossary

Direct Method: The learning of Latin without reference to any other language.

Frame: A small task to be performed by a student who is immediately reinforced by the correct answer which is usually given at the bottom of the frame. (The correct answer is masked until the student has written his answer in the frame.)

Horizontal: The presentation of all five declensions case by case in the order of frequency of appearance in Latin literature (nominative, accusative, ablative, dative, genitive.); and of all conjugations tense by tense beginning with the third person active and passive.

Inductive: The application of a given rule to an example.

Metaphrasing: Exercise in comprehension of structure by testing for meaning with a sentence in which an essential part of the structure is missing.

Locum--------- vir. = The man --------- the place.

Deductive: The formation of a rule from a number of examples.

Multimedia: Text book series which include materials intended to exercise visual, oral, and aural senses (tapes, slides, film strips, records.)

Substitution: The replacement of one word for another (a noun for a pronoun, synonyms, antonyms.)

Transformation: The replacement of one Latin structure by another which conveys the same meaning. Vestis virum reddit = Veste vir redditur.

Vanishing: Exercises in which students are expected to generate correct Latin where predictable forms and structures are progressively omitted.

Vestis virum reddit =
Veste vir redditur.

Vīnum sapientiam obumbrat.=
Vīn___sapienti____obumbrā____.

Fortūna vītam regit. =
_____ _____ _____.

Vertical: The presentation of all five cases declension by declension and of all persons, conjugation by conjugation.

Note:

Because methods, approaches, and the amount of time given to Latin vary, no specific recommendation can be made as to what material is to be covered each of the first two years. It is assumed that students beginning in high school years will have covered all basic structures including subjunctives, within a year and a half. Students beginning the study of Latin in 7th or 8th grade will of necessity need more time.

IV. CURRICULUM

Whatever method is used for teaching the basic structures, during this process the teacher is presumably preparing the student to be able ultimately to read unadapted classical Latin. The two principal methods of achieving this end are the reading of "made" Latin and the reading of simplified selections of classical authors. "Made" Latin is encountered at some point in almost every method of teaching Latin. Its effectiveness in preparing students for the real thing is heavily dependent upon whether it uses common Latin words and idioms, varies its word order, and presents ideas that are Greek or Roman rather than modern. Ritchie's Fabulae Faciles (David McKay Co., see V #22) is designed to prepare students to read Caesar, but would be good preparation for any initial prose reading. Adaptations of Fabulae Faciles appear in a number of graded-series Latin Books.

The second method, simplified selections, is also widely used in graded-series books. This method has the advantage of being very much like reading original works, though sometimes the selections are so short that they prevent the student from getting a feeling for continuous narrative in Latin. Examples of authors whose works (unlike those of orators and poets) have been successfully adapted are Caesar, Nepos, Sallust, and Livy. The first three have styles that are sufficiently simple to allow any one of them to be used, with or without minor adaptation, as the first author a student reads. Caesar's repetitiveness of style and vocabulary made him the traditional favorite for building up reading power. The Gallic War can be followed without the detailed knowledge of the Roman history of the period that The Civil War necessitates for full comprehension. By reading only the highlights

and spending not more than a term on The Gallic War a teacher can make an interesting and effective transition from basics to literature. Some suggested selections are:

Book I	The Helvetians (Chapters 1-29)
Book II	The Battle with the Nervians (15-28)
Book III	Naval Warfare with the Venetans (7-16)
Book IV	1st Expedition to Britain (20-38)
Book V	2nd Expedition to Britain (5-23)
	Destruction of Sabinus and Cotta (26-37)
	Attack on Cicero's Camp (38-52)
Book VI	Customs of the Gauls and Germans (11-28)

Nepos' Lives, too, make a good transition to literature, and the subject matter is of considerable importance, for it includes some famous moments of Greek history. Unfortunately editions of Nepos have gone out of print recently, and the most extensive one at present contains only four Lives (ed. Bett, St. Martin's Press).

After the prose of Nepos or Caesar it is possible to read some medieval Latin. Waddell's Book of Medieval Latin for Schools (Barnes & Noble) contains a varied and well-chosen collection of short items, both prose and poetry. Too much medieval Latin, however, tends to make students forget certain classical constructions.

Three plays of Plautus, adapted to prose and greatly abridged, are available in Plautus for Reading & Production (ed. Gillingham; Scott, Foresman & Co.). The Millionaire's Dinner Party, by M. G. Balme, is an adaptation of the Cena Trimalchionis of Petronius. Basic syntax is introduced progressively chapter by chapter. (Oxford University Press.) These can be read at an early stage, as much vocabulary help is given, and

they make enjoyable reading. However, because of the specialized nature of Plautus' and Petronius' Latin they should not be regarded as a means of preparing the student for further reading in other authors.

Although his Latin is a little more difficult than that of Caesar and Nepos, Sallust's two monographs, Jugurtha and Catiline, are an excellent collection of "first reading" entitled "Rogues' Gallery" (ed. Wormald & Lyne, Cambridge). This collection also contains Nepos' Pausanias, Justin's life of Agathocles, and selections from Cicero's Verrines.

During the second year a study of the derivation of words concurrent with the reading will expand students' working vocabularies. The use of prefixes and suffixes to form compound words in Latin is explained in many grammars. There is also Pax's Word Mastery for Students of Latin (Scott, Foresman). A unit in derivation may be formed by a selection of the more common prefixes and suffixes, along with their English equivalents.

After a semester or two at the level of simple prose the choice of reading widens to include both prose and poetry. In prose there are Cicero's orations and Livy. A whole book of Livy at this stage is a long reading project and tends to drag; selections are more interesting. Hannibal Triumphant is a book of selections from Nepos' Hannibal and Livy Books 2;-23 (ed. Nash-Williams; St. Martin's Press).

A Ciceronian oration is of a more manageable length than a book of Livy, and most third-year books in graded series include a selection of the orations. Those that stand out for various reasons are: the 1st Catilinarian, for its flamboyant invective; the 3rd Catilinarian, for its clear and interesting narrative; For the Manilian Law (On Pompey's Command), for its exemplary organization and its wealth of edifying detail on contemporary Roman history and provincial government; For Archias, for its exposition of the merits of literature; and the Verrines, for their humor and a different view of Roman provincial government. For the Manilian Law is long and reads more briskly without the refutation, and the Verrines have to be read in selections. An amusing selection is in Verres in Sicily (ed. Grose-Hodge & Davies; Cambridge).

Reading selected letters of Cicero reveals much of the man himself and of the politics of this crucial period. A term or semester of reading Cicero can be a most rewarding experience, whereas students frequently find that a full year palls.

In poetry, one can begin with a book of fairly easy selections, such as Fiewett & Pantin's A First Book of Latin Poetry (St. Martins), but if a single author is preferred, Ovid and Vergil are the most obvious choices, though some poems of Catullus and much of Martial are no more difficult. Ovid is frequently done before Vergil. His stories are interesting to younger readers, and he does not have to be interpreted at more than one level to be fully appreciated. The Metamorphoses have been the traditional reading in Ovid, but several Ovid readers recently published include good selections

from the elegiac poems as well. Tibullus is not too hard, but not as interesting. If the students are planning to go on to an Advanced Placement course in Latin Lyric, there is some reason to postpone the reading of Catullus so that it will be done with Horace not long before the A. P. examination.

In the case of Vergil, the excellence and importance of the Aeneid make it a fundamental part of any Latin curriculum, even if only a book or two are read. The College Board Advanced Placement syllabus specifies Books I, II, IV, and VI to be read in Latin and the rest of the Aeneid in English. These books can be included in a year's course with time left for additional selections or collateral reading of Homer in translation or of some of the many excellent books on the Aeneid (see the suggested libraries). The literary sophistication required for appreciating the Eclogues and the specialized nature of the Georgics militate against reading these works at this stage.

The Advanced Placement course in Latin Lyric can be done before the Aeneid, but the odes of Horace can be appreciated more fully after the study of Vergil. The list of poems of Catullus and odes of Horace required by the A.P. syllabus is changed slightly every two years, but all the poems can, with advanced students, be read in less than a semester, with time left over for a teacher's favorites that are not on the list. For the current A.P. Syllabus write to: CEEB, AP Program, 888 7th Ave., N.Y. 10019.

After the Advanced Placement level (i.e., presumably in the fifth-year) almost any Latin reading is possible. The plays of Platus and Terence,

the philosophical writings of Cicero such as De Senectute or the first book of the Tusculan Disputations, Tacitus' Agricola or selections from his Annals, and the satires of Horace and Juvenal are all works that have been read at the school level in recent years.

Number and length of meetings

In the study of a language it would seem axiomatic that a course cannot meet less than three times a week without loss of momentum, while four or five times appear even better, especially for the more elementary levels, where classroom practice and an examination of the entire assignment are important.

Length of classes will vary somewhat, according to the age of the students, but it is perhaps worth noting that the 40-to-50 minute periods so common at the high-school level arose originally to suit the needs of a classics-oriented curriculum. With the complexity of Latin above the elementary level the amount that can be dealt with in a 20-or-25-minute module is often too small to be meaningful, while the intensity of the work seems to lead to rapidly diminishing returns after an hour's time.

Classroom Methods: Reading Latin

Classroom methods will vary depending in part on the method by which the students were taught the basic structures. One extreme is having students read aloud and translate every word of the day's work; the other is merely to discuss the day's reading briefly and to read on in the same work or to study other things, such as derivation of words, ancient history, or archeology.

Some thorough checking on students' mastery of the day's reading seems essential except with a very able and advanced group. Common methods, which can be used in various combinations, are:

1. Allowing the students to ask questions about the reading.
2. A brief written text comprised of such questions as translation, comprehension, reference of pronouns, and background information from the notes.
3. Oral comprehension questions, so worded as not to give away more information than necessary. This kind of question, however, even when asked in Latin, can frequently be answered by a student who has read the passage only in English.
4. Translation of parts of the reading, or if necessary of the whole. If the student is asked to read a sentence aloud before translating, the reading gets him in the habit of approaching Latin in this way, allows the teacher to tell from the student's fluency (or lack thereof) whether he is approaching it this way in his homework, and also allows the teacher to tell by his grouping of words and emphasis whether he has understood the structure of the Latin. Moreover, when poetry is being studied, the reading aloud is an effective supplementary way of learning the meter. In the last analysis, however, translation is the most complete way to find the extent of a student's mastery of the language.

In the process of checking students' understanding of the passage, the teacher can bring out important points of sense and significant literary features, or by asking leading questions, can make the students bring them out

Grammar is a subject of limited interest to most students. Yet it can be helpful, especially when a student makes a mistake about an important grammatical structure, to review the indications in the Latin that reveal the structure and the meaning that it conveys. Names of structures are sometimes useful as a shorthand in referring to them, but identification of structures by name should not be allowed to become an end in itself. No emphasis should be put on rare structures; these can weaken a student's grasp of the basic ones, and in most texts they will on each occurrence be explained in the notes.

There is disagreement as to how much help should be given in advance with regard to problems in the next day's assignment. Ideally, the students should work out the problems themselves, but sometimes they can be saved a great deal of time by a few pertinent comments in advance from the teacher. On a more general level, students will sometimes get more from a passage if told what to look for in it. Certainly it is helpful for them to be told in advance what words and phrases in the work are of such common occurrence that they should be learned immediately. Some textbooks mark such words in the vocabularies in the back of the book, or a mimeographed list can be handed out, with the words arranged in order of appearance.

Each teacher wants to leave time in class occasionally for special procedures and interests of his own. When there is time, however, one of the ways of concluding a class most informative for the teacher is to have the students in turn translate at sight by reading ahead in the text or reading from another passage by the same author. In this way it is easy to see what each is doing right or wrong in approaching a sentence and in general how he or she is progressing.

V. TESTING

Remember: TESTS are a learning experience for the student and YOU!

The cardinal rules for testing are:

1. Subject Matter

   Test only what you have taught. This rule may seem obvious, but it is often overlooked, especially in testing sight translation.

2. Method

   Test by the method you have taught. (Many texts today have tests available which, even if you do not wish to use them verbatim, can provide guide lines.)

3. Frequency

   In elementary classes give frequent small quizzes, but be sure that at intervals you give major tests on which a student has to select and combine from all materials previously studied.

4. Variety

   Your testing program should be varied. This gives students a chance to perform successfully in some, even if not all, areas.

5. Thought Questions

   Into each test, put an item which forces a student to use his thinking ability and imagination. Even in the most elementary tests a word which can be guessed either from derivatives or context can be included.

6. Context

   As much as possible, test in context. A list of vocabulary, grammatical forms, or structures, tells you only that a student has memorized a list,

7. Vocabulary

List tests are useful as quick checks on homework. Any vocabulary is best tested in translations, comprehensions, grammar tests.

8. Grammatical Items (Forms and Structures)

Paradigms, synopses, etc., are valuable forms of testing ability to memorize and retain material memorized. Again, depending on the method taught, test in context by English to Latin sentences, transformation, substitution, metaphrasing (for these terms see methodology).

9. Confusions

Although it is important to ask students to be accurate and to make clear distinctions between similar forms and words (quaero, queror), avoid trick questions and deliberate confusions.

10. Wrong Items

Do not put incorrect forms on a test to see if the students can distinguish them from correct ones. Incorrect forms have a tendency to stick in a student's mind. There is a debate which extends this principle to multiple choice tests, since some of the items must, by the nature of the test, not be valid answers.

11. Types of Tests A. Sight Translations

Passages to be read at sight should be a little simpler than those which students have read with dictionaries and grammars. The vocabulary ought to be familiar or derivable, and obscure items, including names of people and places, should be explained. Words and structures in passages can often be changed to avoid unnecessary footnotes. A title can be used to

put the passage into context without giving away the story. Good English, not "translationese," should be required at all times.

Example: praesidio ponti
not: for a guard to the bridge
but: to guard the bridge

A file of sight translations which have proved valid can be of great use.

B. Comprehension (with English answers)

A comprehension test is a passage in which a student is asked to answer questions on it without translating. A student does not need to know all the words in a comprehension passage to answer the questions. Make sure, however, that key words are familiar ones or are explained. Also be careful that questions do not give too much information that the student should be able to discover for himself.

C. Latin Questions - Latin Answers

This device to teach Latin is used in a structural (see p.16 methodology) approach. If used, it should be part of the teaching from the very beginning. Single sentences or stories can be used. Questions may at first merely call for a grammatical recognition response which automatically give a meaningful answer. The answer can be found in one or two words, and in the same form as the interrogative.

Example: Puer puellam nōn videt.
Q. A quō puella nōn vidētur?
A. A puerō.

Complex transformations require a change of the entire clause, such as replacing an indirect statement with a direct one.

Example: Puer negat sē puellam spectāre
Q. Quid puer dīcit?
A. "(Ego) puellam nōn videō."

12. Evaluation

This must be left up to each teacher, and even standardized test results may have to be interpreted differently in different situations. To find superior students, notice how thought questions are handled; they will be able to work these out as well as deal competently with the memorized and practiced material. Good students can handle all that has been taught with a minimum of errors and can apply memorized material. They are apt to be more literal in translation and less accurate in form and vocabulary than the superior students but understand the substance of the test.* Finally there are the barely passing students who can memorize, retain a fair amount of material but not all, and can apply this material to situations only with the greatest difficulty. Frequently their memory of material is temporary, making accumulation of skills difficult.

When evaluating a test: do not just count errors! See what type of errors have been made. Often an error can be an intelligent one, and the student with the most errors may not be your worst. Be ready to reward unusually mature performance. Caution: do not use exemption from tests as a method of reward. Good students like to show what they know, and those not exempted then regard the test as punishment.

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* Average students perform merely satisfactorily. They memorize and apply material usually in a fairly literal manner but find it difficult to transfer principles.

N.B.

Good tests usually result in the majority of the students performing creditably. However, tests on which a substantial number of students are not successful may be very helpful in pointing out subject matter which needs to be studied further.

Some Practical Suggestions for Evaluation

Establish a point system (not necessarily to be shown to students) for each test to guide you. This will enable you to treat all students equally. The system need not contain 100 points but may have any number, for example 184. Depending on the difficulty of the test you will then decide where the division between groups should be. This decision can be made by percentage (remember 60 does not have to be the passing grade), or, if the class is large enough, by the breaks in the scores.

Example: You have a class of 23 students.
Your test has 184 points.
The outcome of your test is as follows:

182	141	115
182	140	110
180	140	110
170	140	89
170	138	82
168	135	
167	129	
163	125	
	121	
	120	

You can translate these numbers into percentages or into letter grades. You might do this:

182	-	180	=	A
170	-	167	=	B
163				B-
141	-	129	=	C
125	-	120	=	C-
115	-	110	=	D
89		82	=	E

> You may not wish to translate each test into a percentage or letter grade but, for example, record 98/184, and if your next test has 67 points, 50/67, etc. If you use this system, at the end of the term, you can add all the numerators and all the denominators and divide once to arrive at a percentage score.

In any test system, establishing your initial point system is the hardest on all but beginners' tests. Points are determined by the difficulty of the questions, with a thought question receiving more points than a mere memory one. You may also wish to take into consideration the length of time you have spent on it in class, etc.

> Example: The test calls for translation of
> "Caesar ad Galliam profectus est
> ut legiōnēs in hīberna dūcere posset."

This sentence contains ten words, all fairly easy. Thus, each word might be worth 1/2 point. The correct translation of the ut clause of result might be worth 4 points. If the sentence has been translated into unusually smooth English, another point might be added. Total possibility is 8 points.

When grading sight translations, it is important to assign point values to each phrase or sentence. Exceptionally good English on the overall passage can be rewarded by additional points. However you do it, the point system should serve your convenience. Avoid situations in which students can haggle with you over minute values. That becomes "grade-grubbing," not education.

Finally, your semester evaluation will consist of a combination of evaluation of daily work, tests, examinations, projects; you must decide what value each of these is to be given. If you have a fair number of grades in your book, you may wish to find the student's median or average grade. You may wish to

count examinations 1/5, 1/6 or just average them with the rest. Possibly your school's regulation will specify this relationship.

Note: A slide rule can be extremely useful if you are dealing with odd numbers of points and need percent. To use a slide rule for converting scores on tests with odd point totals to percents, use only Scales C (movable) and D (fixed). Simply slide Scale C to the right or left until the total of test points is directly over the 1 at the right or left end of Scale D. Then find a given student's point score on Scale C and read the percentage equivalent directly below on Scale D (do not move the slide).

Example: Total test points = 60 point.
Given student earned 48 points.
Place 6 on C Scale directly over righthand 1 on D Scale.
Check that 3 (=30) on C Scale is in fact directly over 5 (=50) on D Scale, as half of the test's total of 60 points should = 50%. Find 4.8 on C Scale and read 8.0 on D Scale = 80%.

Whatever system you choose should fit into the grading system of your school. And remember: grades are only an indicator, not the end all of your testing or teaching.

11. Standardized Tests

There are few standardized Latin tests and it has become increasingly difficult to construct these since many different teaching methods are used.

A. CEEB Entrance Achievement Tests

These are not available for examination, but may be taken after Caesar or equivalent have been read; they test multiple choice comprehension, prose, poetry, and grammar (very little per se) of a fairly traditional curriculum. For information, write: CEEB, 888 7th Avenue, New York City, 10019. All testing is objective.

C. Cooperative Latin Tests

Elementary Form Q through Caesar and Advanced Form R (Cicero and Vergil.) Last revised in 1940, these tests follow a traditional pattern. They test structures, vocabulary, and comprehension. Testing is objective. For information write: Cooperative Test Division, Educational Testing Service, ERB, Box 619, Princeton, New Jersey 08240, or Berkeley, California 94704.

NAIS Latin Examination (Final one published in 1973)

These have been compiled in book form and are published by Educators Publishing Service, Cambridge, Mass., 02139. Tests follow traditional patterns and test forms, structures, sight translation, and comprehension. These tests are non-objective and test levels of elementary achievement. For information write: NAIS, Liberty Square, Boston, Mass. 02109.

Sample Test Questions

I. Examination - Traditional - (excerpts from 1973 NAIS, attached)

II. Examination - Structural

I. NAIS 1973

Directions: Write the forms called for, using the Latin words given:

Genitive singular of: (a) ego_____ (b) hoc flūmen_____

Write, boys. (scrībō, puer)_____

It will be buried. (sepeliō, sepelīre, sepelīī, sepultus)_____

Directions: Translate the following passage into good English:

Camillus Saves Rome

Rōmānī, postquam rēgēs ex urbe Rōmā expulērunt, bellum cum fīnitimīs saepe gerēbant omnem aestatem ā cōnsulibus agricolae ex agrīs convocabantur et in fīnēs eōrum dūcēbantur. Magnā cum virtūte pugnābant; sed in campīs nōn diū manēre poterant, quod hieme erant multae rēs quās cīvēs in urbe agere dēbēbant. Itaque brevi tempore duces ad urbem Rōman mīlitēs reducēbant. Rōmānī tamen fīnitimōs superāvērunt.

Paucīs annīs magnā cum celeritāte vēnit contrā urbem multitūdō Gallōrum. Erant hominēs magnī fortēsque et propter magnitūdinem[1] corporis Rōmānōs terruērunt. Urbēs cēpērunt. Hostibus omnia trādita sunt et Rōma vastāta est[2] Gallī, quod magna cōpia pecūniae eīs ab cīvibus data erat, ex urbe discessērunt.

Multī Rōmānī urbem movēre cupiēbant. Magnus dux Camillus tamen, "Nōnne, meī cīvēs," "inquit",[3] "fortēs estis?" Urbem movēre nōn dēbētis. Hōc in locō manēte et retinēte virtūtem audāciamque vestram. Hōc modō Rōma erit dux terrārum omnium." Timor cīvium his verbīs Camillī superātus est.

1. magnitūdō, magnitūdinis, f.: great size
2. vasto, -āre, -āvī, -ātus: destroy
3. inquit: (he) said

Directions: The Latin translation is to be written below each English sentence:

1. Those soldiers cannot remain in our territory.

2. The farmer ran to the town, which was near the farmhouse.

3. After the work was finished, everyone was eager for the games.

4. I now understand where the young man learned that custom.

5. The Germans established a new state, which was so strong that no one dared attack it.

6. The old man caught sight of the boys running away from the fire.

GAMMA, Comprehension Passage (OPTIONAL) (30 minutes)

Directions: **Do not write a translation of the following story but read it carefully. Then answer in English the English questions below. The answers to the questions must be contained in the story.**

INSIDIAE FRATRUM

In collibus Apūliae[1] olim habitābat Scaurus, cui iam quattuor filiōs habentī nātus est Aulus, puer speciē pulcherrimā. Scaurus fīliō minimō nātū, quem summō cum amōre amābat, tot dona omnis generis semper dabat ut cēterī fīliī fierent frātrī inimīcī.

Quōdam diē paulō ante occāsum sōlis Scaurus Aulum hortātus est ut contenderet ad vallem propinquam ubi frātrēs in pascendīs[2] gregibus[3] morābantur ad reperiendum quid agerētur. Aulō in collibus procul cōnspectō, trēs frātrēs, inter sē dē puerō interficiendō collocūtī, "Occīdāmus," inquiunt[4], "eum et dēmittāmus corpus in cisternam[5] veterem." Frāter quartus, quī erat meliōre animō quam aliī, hōc audītō, cōnātus est eīs persuādēre nē Aulum interficerent, sed vīvum in cisternam eum iacerent. Eī in animō erat Aulum posteā ēripere et patrī suō reddere. Frātrēs autem, dum dē Aulī exitū colloquuntur, mercātōrēs Brundisiō iter facientēs vīdērunt ac cōnstituērunt melius esse eum mercātōribus servum vendere neque manūs suās sanguine ēius polluere. Tunicam ēius, quam dē Aulō sustulerant antequam mercātōres eum sēcum dūxērunt, sanguine haedī[6] quem occīderant tinxērunt[7]. Hōc factō, tunicā ad patrem allātā dīxērunt, "Hanc invēnimus; vidē vestisne fīlī tuī nātū minimī sit." Quam cum cognōvisset pater multīs cum lacrimīs clāmāvit, "Aulus cecidit in potestatem ferārum[8] quae eum cecīdērunt. Numquam dēsistam mortem ēius dolōre."

[1] Apūlia, -ae, f.: a district in southern Italy
[2] pascō, 3: to feed
[3] grex, gregis, m.: flock
[4] inquiunt (defective verb): they say; they said
[5] cisterna, -ae, f.: well
[6] haedus, -i, m.: goat
[7] tingō, 3. tinxi, tinctum: to soak
[8] ferae, ārum, f.: wild beasts

1. Why did his brothers feel as they did about Aulus?
2. What was Aulus' errand?
3. What was the first plan the brothers made?
4. a) How was the fourth brother different from the others?
   b) What suggestion did he make?
   c) What was his purpose in making it?
5. What plan did the brothers finally adopt?
6. Were the merchants traveling to or from Brundisium?
7. What circumstantial evidence made Scarus jump to a conclusion?
8. How long did Scarus say that he would grieve?

II. Structural

A. (for verb forms)

Fill in the proper forms of the verb to be in the present tense:

Nōs omnēs iuvenēs _____ sed senēs fīēmus.

B. (for active/passive)

Express the following sentences in the active voice:

Ā tē magistrātūs convocantur.

_____magistrāt _____convoc_____.

Lūdus a multitūdine vīsus est. (likewise passive to active)

Multitūd_____lūd_____vīd_____

C. (for inflection)

Fill in the blanks to complete the sentences:

Omnēs hodiē pugnās inter gladiātōr_____in amphitheātrō vid_____cupīvērunt. Itaque prīmā lūc_____ad amphitheātr_____ properāv_____.

D. (for indirect statements)

Fill in the blanks in the following sentences to complete the transformation of indirect statement to direct statement:

Negāvī mē fēmīnam Clodiā pulchriōrem vīdisse.

Dīxī, "_____fēmīnam Clodiā pulchriōrem nōn_____. (likewise direct to indirect)

E. (for indirect questions)

Fill in the blanks to complete the indirect questions in the dialogue:

Cornelius: "Quot hominēs sunt in Campō Martiō hodiē?"

Senex: "Quid rogās? Nōn audiō."

Cornelius: "Rogō quot hominēs in Campō Martiō"

Senex: "Etiam nune tē nōn audiō, quid rogāvistī?"

Cornelius: "Rogāvi quot hominēs in Campō Martiō_____"

F. (for purpose: subjunctive ⟶ gerundive)

Fill in the blanks to complete the alternative ways of expressing

Lēgātus in Galliam contendit ut novam legiōnem cōnscrīberet.

Lēgātus in Galliam contendit ad nov_____legiōn_____cōnscrībe_____causā.

Lēgātus in Galliam contendit nov_____legiōn_____cōnscrībe_____causā.

G. (for special adjectives)

Write the proper form of the word in parentheses in the blank:

Ignis est similis _____.
(flamma)

H. Transform the following forms from the singular to the plural or vice versa, preserving all other aspects of the verb i.e., its voice, tense, mood, person:

(a) videor (b) amat

VI. TEXTBOOKS

Chief factors in the teaching of Latin, especially at the lower levels of the subject, are the method, or methods, of instruction, the textbooks or teaching materials, and the quality of the teacher. Some articles appearing in recent Classical journals have laid great stress on the method of instruction, while others hold that the success of a Latin course depends primarily on the quality of the teacher. At any rate, it is most desirable that the teacher of Latin subscribe to one or more of the periodicals recommended in Section VII; and regarding textbooks it is important to note that both The Classical World and American Classical Review present annually a complete listing of available textbooks for Latin and Greek.

It may be worthwhile to check with local Classical organizations as to whether they maintain collections of current Classical textbooks. For example, in Massachusetts there are two such collections, one at Milton Academy in Milton, and the other at the University of Massachusetts in Amherst, both under the aegis of The Teachers of Classics in New England (see Section VII).

By subscribing to periodicals such as the above, or perhaps requesting the school or school library to subscribe to them, the teacher will be made aware of new textbooks he would like to examine. Some publishers still send a complimentary copy upon request; and in some schools it may be possible to request a budgeted sum specifically for the purchase of single copies of prospective textbooks.

The list of textbooks which follows is a selection based on the experience and/or acquaintance of committee members and on current availability. In the case of texts of authors and readers, the symbol (v) indicates with Vocabulary.

I. Beginning and intermediate textbooks and readers, for First year and beginning of Second year, including graded series.

1. Ashley & Lashbrook, Living Latin: A Contemporary Approach, Book I, Ginn & Co., 191 Spring St., Lexington, Mass. 02173, $8.20. Tapes (22 reels) $80.96, with Tape Program Guide also available. Book II available.

2. Breslove, Hooper, Barrett, Latin: Our Living Heritage, Book I, Charles E. Merrill Publishing Co., Columbus, O. 43216, $6.00. Tapes (4 reels), $32.00, & Tapescript, $.50. Books II & III also available.

3. Buehner & Ambrose, Preparatory Latin, Book I, for upper grades of elementary school, Independent School Press, Wellesley Hills, Mass. 02181, $4.00, paper. Perpetual Tutor Tape, $25.00. Book II also available.

4. Case, R.D., Daimon, author, Bolton Rd., Harvard, Mass. 01451, $2.75, paper. An adventure story for young beginning students. 1974 edition is illustrated.

5. Chase, A. H., A New Introduction to Latin, Independent School Press (see #3), $4.00, paper.

6. Cobban, J. M., & Colebourn, R., Civis Romanus, St. Martin's Press, 175 Fifth Ave., N.Y.C. 10010, $2.50. A reader for the first two years.

7. Colby, J.K., Lively Latin, Independent School Press (see #3), $1.95. A reader for the First and early Second years.

8. Colby, J.K., Review Latin Grammar, I.S.P. (see #3), $1.95.

9. Crawford, Ashley, Infield, Kempner, Elementary Latin: The Basic Structures, Parts I & II, University of Michigan, Audio-Visual Education Center, 416 Fourth St., Ann Arbor, Mich. 48103, @ $3.95. Tapes, $26.00, Cassettes, $50.00, & Filmstrips, $6.00, available.

10. Gerber, S., Via Romana: A First Year Textbook for Latin in the Elementary School, $5.00. Available from Dr. Judith LeBovit, Director, Latin for the Modern School Associates, 8542 Georgetown Pike, McLean, Va. 22101.

11. Horn, Gummere, Forbes, Using Latin, Book I, Scott, Foresman, & Co., 1900 E. Lake Ave., Glenview, Ill. 60025, $4.56. Books II & III also available.

12. Jenney, Scudder, Baade, First Year Latin, Allyn & Bacon, Inc., Order Dept., Rockleigh, N.J. 07646, $6.08, Workbook, $2.24. New revision in 1975. Series through Fourth Year Latin available.

13. Kirtland & Rogers, An Introduction to Latin, Phillips Exeter Academy Press, 13 Spring St., Exeter, N.H. 03833, $3.25.

14. Masciantonio, R., How the Romans Lived and Spoke: A Humanistic Approach to Latin for Children in the Fifth Grade, and Voces de Olympo: A Humanistic Approach to Latin for Children in the Sixth Grade, School District of Philadelphia, Curriculum Publications, 219 N. Broad St., 8th Floor, Philadelphia, Pa. 19107. Each set of materials about $18.00.

15. Oerberg, H.H., Lingua Latina Secundum Naturae Rationem Explicata, Nature Method Language Institute, Inc., 185 Madison Ave., N.Y.C. 10016, 4 volumes, @ $4.75. Book completely in Latin.

16. Page & Beckett, Gateway to Latin, Book I, Gage, Canada. Books II, III, & IV also available. A relatively easy series.

17. Peckett & Munday, Principia: A Beginner's Latin Course, Part I, Scott, Foresman & Co. (see #11), $2.49. Part II, Pseudolus Noster, also available.

18. Ritchie, Fabulae Faciles, ed. Kirtland, David McKay Co., 750 Third Ave., N.Y.C. 10017, $2.25. A reader for late first year and second year of Latin.

19. Sweet, W. ., Artes Latinae, programmed texts with extensive integrated material available, Level 1, Book 1, Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Ill. 60611, $4.45, cloth. Level 1, Book 2, and Level 2, Books 1 & 2, also available.

20. Ullman, Henderson, Henry, Latin for Americans, First Book, The Macmillan Co., Order Dept., Front & Brown Sts., Riverside, N.J. 08075, $6.32, Tapes & Teacher's Manual, $98.40. Second Book also available.

21. The Cambridge Latin Course, Unit I (first half-year), Cambridge University Press, 32 E. 57th St., N.Y.C. 10022, pupil's material $3.95, instructional material, $38.50. Unit II also available.

II. Advanced readers (Second year and beyond)

22. Balme, M.G., The Millionaire's Dinner Party, Oxford University Press, 16-00 Pollitt Drive, Fair Lawn, N.J. 07410, $1.85, with vocabulary helps. Adapted readings in Petronius.

23. Balme & Warman, Aestimanda: Practical Criticism of Latin and Greek Poetry and Prose, Oxford University Press (see #22), $1.90, paper. For late third or fourth year.

24. Flewett & Pantin, A First Book of Latin Poetry, (v), St. Martin's Press (see #6), $3.00.

25. Fratter, D.G., Aere Perennius, St. Martin's Press (see #6), $2.95, paper. Reading and literary criticism for advanced students.

26. Gould & Whiteley, Selections from Five Roman Authors, St. Martin's Press (see #6), $2.95. Prose readings.

27. Gould & Whiteley, Selections from Five Roman Poets, St. Martin's Press (see #6), $2.95.

28. Kennedy, E.C., Latin Unseens from Roman History, St. Martin's Press (see #6), $3.50.

29. Lightfoot, C.G., Romani Apud Se, St. Martin's Press (see #6), $2.75. Short selections about Roman life adapted from Latin authors; graded difficulty; could be started in latter part of first year.

30. McKay, A.G., and Shepherd, D.M., Roman Lyric Poetry: Catullus and Horace, St. Martin's Press (see #6), $5.95. Some instruction in literary criticism.

31. Wheelock, F.M., Latin Literature: A Book of Readings, Barnes & Noble, c/o Harper & Row, Keystone Industrial Park, Scranton, Pa. 18512, $2.25. For fast, older students.

32. Wormald & Lyne, Rogues' Gallery, (v), Cambridge University Press (see #21), $1.75. Easy, graded selections from Sallust, Nepos, Justin, & Cicero for use toward end of second year.

III. Individual authors (The authors most commonly read in secondary school Latin courses are well represented in the graded series of textbooks--see above in Part I of this listing. However, some helpful supplementary items are listed here. Again, for complete listings by author, see the periodicals recommended in the introduction to this section.)

Caesar

33. Colbeck, Gallic War 5, (v), Macmillan Education Ltd., Houndsmills, Basingstoke, Hampshire, England, $1.00.

34. Kennedy, E.C., Gallic War 6, (v), University Tutorial Press Ltd., Bateman St., Cambridge, England, $1.60. Designed as a complete unit in Caesar.

35. Pratt, Allen, Wood, Second Year Latin, (v), Houghton Mifflin Co., 110 Tremont St., Boston, Mass. 02107, $5.96.

Catullus (see #24, 27, 30)

36. Fordyce, Catullus: A Commentary, Oxford University Press (see #22), $6.00. Selected poems. 1961.

37. Merrill, E.T., Catullus, Harvard University Press, 79 Garden St., Cambridge, Mass. 02138, $6.00. This 1893 edition contains all the poems.

38. Quinn, K., The Poems: A Commentary, St. Martin's Press (see #6), $7.95. This 1971 edition contains all the poems.

Cicero

39. Austin, R.G., Pro M. Caelio, Oxford University Press (see #22), $3.75.

40. Grose-Hodge, Cicero: Verres in Sicily, (v), Cambridge University Press (see #21), $1.95. Selections from In Verrem.

41. King, Clark, Freeman, Pro Lege Manilia, (v), Oxford University Press (see #22), $1.80.

42. Nall, G.H., Pro Archia, St. Martin's Press (see #6), $2.50.

43. Shuckburgh, E.S., De Senectute, St. Martin's Press (see #6), $3.25.

44. Stockton, Thirty-five Letters, Oxford University Press (see #22), $2.50, paper.

45. Tyrrell, R.Y., Cicero in His Letters, St. Martin's Press (see #6), $4.95.

46. Upcott, Speeches against Catiline, (v), Oxford University Press (see #22), $1.80.

47. Wilson, The Thought of Cicero: Philosophical Selections, (v), Clarke, Irwin & Co., Ltd., 791 St. Clair Ave. W., Toronto, Ont., Canada, $3.20.

Horace (see #24, 27, 30)

48. Page, T.E., Horace: Odes, Books I-IV with Epodes, St. Martin's Press (see #6), $6.25.

49. Shorey & Laing, Horace: Odea & Epodes, University of Pittsburgh Press, Pittsburgh, Pa. 15213, $3.95.

Livy & Nepos

50. Gould & Whiteley, Livy Book I, (v), St. Martin's Press (see #6), $4.95.

51. Nash-Williams, Nepos & Livy: Hannibal Triumphant, St. Martin's Press (see #6), $2.50.

Ovid

52. Coffin, D.D., Acis, Galatea, and Polyphemus (Met. 13, 750-897), (v), Phillips Exeter Academy Press (see #13), $.75, paper. A brief introduction to Ovid.

53. Dunlop, Metamorphoses: An Anthology, (v), Clarke, Irwin & Co. (see #47), $1.65.

54. Dunmore, Selections from Ovid, (v), David McKay Co. (see #18), $4.25, paper. Extensive selection.

55. Gillingham & Baade, Ovid Reader, (v), Charles E. Merrill Publishing Co. (see #2), $4.00, paper.

56. Thompson, G.H., Selections from the Ars Amatoria & Remedia Amoris of Ovid, (v), $3.25. Available from Prof. G. H. Thompson, Hampden-Sydney College, Hampden-Sydney, Va. 23943, $3.25.

Plautus

57. Gillingham & Baade, Plautus for Reading and Production, (v), Scott, Foresman & Co. (see #11), $2.04, paper. Simplified readings in Plautus for end of second year.

58. Moseley & Hammond, Menaechmi, Harvard University Press (see #37), $5.00. A full introduction to comedy.

Terence

59. Bond & Walpole, Phormio, St. Martin's Press (see #6), $2.50.

Virgil

60. Carlisle & Richardson, Fourth Year Latin, (v), Allyn & Bacon (see #12), $8.44.

61. Knapp, Aeneid 1-6 with selections from Ovid, (v), Scott, Foresman & Co. (see #11), $6.00.

62. Oxford University Press recent annotations of the Aeneid by individual book: (see #22)

1,	Austin	$6.50
2,	Austin	4.25
3,	Williams	3.40
4,	Austin	3.40
5,	Williams	3.50
6,	Fletcher	2.50

63. Page, T.E., Aeneid 1-6 , Macmillan Education Ltd. (see #33), $3.60.

64. Pharr, Aeneid 1-6, (v), D. C. Heath and Co., 125 Spring St., Lexington, Mass. 02173, $8.48.

65. Williams, R. D., Aeneid 1-6, St. Martin's Press (see #6), $6.95.

IV. Later Latin

66. Harrington, Medieval Latin, University of Chicago Press, 5801 Ellis Ave., Chicago, Ill. 60637, $5.50, paper.

67. Waddell, Book of Medieval Latin for Schools, (v), Barnes & Noble (see #31), $1.25.

V. Miscellaneous helps for students

68. Advanced Placement in Classics (Vergil, Latin Lyric), 1973-74, etc., Publications Order Office, College Entrance Examination Board, Box 592, Princeton, N.J. 08540, $.50. Course descriptions and sample questions for the two A. P. examinations.

69. Bryant & Lake, An Elementary Grammar, Oxford University Press (see #22), $1.60.

70. Cassell's New Compact Lat.-Eng., Eng.-Lat. Dictionary, Funk & Wagnall's, 380 Madison Ave., N.Y.C. 10016, $3.50; or from Dell Publishing Co., Inc., 750 Third Ave., N.Y.C. 10017, $.95.

71. Colby, J. K., Latin Word Lists for First, Second and Third Years, American Classical League, Miami University, Oxford, O. 45056; $.75.

72. Data-Guide Latin Grammar Charts 1, 2, 3, Data-Guide Inc., Flushing, N.Y. 11355, $.70. Chart 1: noun forms; Chart 2: regular verb forms; Chart 3: irregular verb forms.

73. Gildersleeve & Lodge, Latin Grammar, St. Martin's Press (see #6), $6.95.

74. Kidd, Collins Latin Gem Dictionary, Lat.-Eng., Eng.-Lat., William Collins Sons & Co., Ltd., 215 Park Ave. South, N.Y.C. 10003, $1.45.

75. Limebeer, The Romans, Cambridge University Press (see #21), $3.95. A simple history of Rome.

76. N. A. I. S. Latin Word List, for First Year Latin, N. A. I. S., 4 Liberty Square, Boston, Mass. 02109, $1.00.

77. Harvey, The Oxford Companion to Classical Literature, Oxford University Press (see #22), $8.50.

78. Pax, Word Mastery for Students of Latin, Scott, Foresman & Co., (see #11), $1.32. Emphasis on word-formation & derivations.

79. Rose, H. J., A Handbook of Greek Mythology, E. P. Dutton & Co., Inc., 201 Park Ave. South, N.Y.C. 10003, $1.75, paper.

80. Traupman, J.C., The New College Latin & English Dictionary, Amsco School Publications, Inc., 315 Hudson St., N.Y.C. 10013, $1.70, paper.

81. Wilson & Parsons, A Basic Latin Vocabulary, St. Martin's Press, (see #6), $1.50. The first 1000 words.

82. Zimmerman, J. E., Dictionary of Classical Mythology, Bantam Books, Harper & Row, Publishers, Inc., 49 East 33rd St., N.Y.C. 10016, $.95, paper.

83. Latin Vocabulary Cards, Visual Education Association, Inc., Dayton, O. 45408, $2.50. 1000 cards with more than 2300 words.

VII. AUDIO-VISUAL AIDS

A thorough listing of audio-visual aids, including films, filmstrips, slides, transparencies, prints and pictures, posters, comic and coloring books, multimedia packages, recordings, tapes, replicas and models, maps, postcards, jewelry, and catalogs, appears in the Annual Survey of Audiovisual Materials in The Classical World. Any audiovisual list would necessarily duplicate this survey to a large extent. The following lists are an attempt to provide some basic sources to the new teacher, but availability, price, and publisher are subject to change. All materials should be previewed by the teacher before use in class. N.B.: Frequently, films can be rented inexpensively from local libraries and universities.

1. FILMS

Carousel Films, 1501 Broadway, Suite 1503, New York, N.Y. 10036
The Search for Ulysses, CBS 16mm color, 53 min. [(1946) $17. rent, U. of Michigan]
The Golden Age of Greece, CBS b/w, 52 min.

Contemporary Films, McGraw Hill, 330 W. 42nd St., New York, N.Y. 10036
The Acropolis of Athens, 30 min.; $30 rent.
Greek Sculpture, 25 min.; $17.50 rent.
Popmeii: The Death of a City, 14 min.; $17.50 rent.
Splendor in the Sand (Leptis Magna & Sept. Severus), 15 min.; $15 rent.

Coronet Films, 65 E. South Water St., Chicago, Ill. 60601 (purchase only)
Life in Ancient Greece: Home & Education, 13 1/2 min. $162.50 c / $81.25 b/w.
Life in Ancient Greece: Role of the Citizen, 11 min. $130.00 c/ $65.00 b/w.
Life in Ancient Rome: The Family, 11 min. $130.00 c / $65.00 b/w.
Rise of the Roman Empire, 13 1/2 min. $162.50 c / $81.25 b/w.
Decline of the Roman Empire, 13 1/2 min. $162.50 c / $$81.25 b/w.
Ancient Paestum: City of the Greeks & Romans, 21 min. $260.00 c / $130.00 b/w.

Ancient Rome, 11 min. $130.00 c/ $65.00 b/w.
Ancient Greece, 11 min. $130.00 c/ $65.00 b/w.
Our Ancient Heritage from Historic Greece, 11 min. $130.00 c/ $65.00 b/
Alexander the Great and the Hellenistic Age, 13 1/2 min.
$162.50 c / $81.25 b/w.

Encyclopaedia Britannica Educational Corp., 425 Michigan Ave., Chicago, Ill. 60611
Life in Ancient Rome, in color (#2186); costs $167.50.
Vita in Roma Antique, same as above but narrated in Latin (#2216).
Julius Caesar: The Rise of the Roman Empire, (#2182); costs $265.
Humanities Series: The Odyssey: I. The Structure of the Epic, (47591)
II. The Return of Odysseys, (47592)
III. The Central Themes, (47593)
@ $359.
Athens, The Golden Age (47551) $390.
Plato's "Apology": The Life and Teaching of Socrate
(#47552) $390.
The Spirit of Rome (47581) $390.

Films Classic Exchange, 1926 So. Vermont Ave., Los Angeles, Cal. 90007
Young Caesar. 10 min., $9 rent.
The Roman Senate. 10 min., $9 rent.
Veni, Vidi, Vici. 15 min., $15 rent.
Crossing the Rubicon. 15 min., $10 rent.
The Christian Martyrs. $6 rent.

International Film Bureau Inc., 332 So. Michigan, Chicago, Ill. 60604
The Archaeologist & How He Works. 19 min., $15 rent.
Buried Cities. 14 min., $10 rent.
Greece, the Immortal Land. 40 min., $17.50 rent.
The Acropolis. 11 min., $9 rent.
The Roman World. 23 min., $15 rent.

McGraw Hill Films, 330 W. 42nd St., New York, N.Y. 10036
Legacy of Rome. 55 min. in color $35 rent.
Greece: The Golden Age. from NBC, 28 min. in color $29 rent.
In Defense of Rome. 54 min. in b/w, $25 rent
Julius Caesar, condensed from Shakespeare, 23 min. $14 rent.

Pennsylvania Classical Assoc., CAPV editor, 406 College Hall, Duquesne University, Pittsburgh, Pa 15219
Fra Jacobus, color animated cartoon narrated in Latin, rent $5 for members, $8 for non-members.

2. FILMSTRIPS

Stanley Bowmar Co., 4 Broadway, Valhalla, New York, N.Y. 10595

Ancient Rome, with LP records (#7328 MXR), costs $53.
The Pageant of Art in History. Sets I & II, each costs $39.
The Etruscan Civilization. (#8229), costs $5.
Roman Mosaics. (#8234), costs $5.
Pompeii. (#8236), costs $5.

Coronet Films, 65 E. South Water St., Chicago, Ill. 60601
The Roman Empire, 4 strips with 2 records.
Greek Mythology, 6 strips with 3 records.

Educational Audio Visual Inc., Pleasantville, N.Y. 10570
Roman Civilization, 2 sound strips, (#98RF035), costs $18.75.
38RF035 21.75.
The Forum in Rome, tape & strip, (#92TF959), costs $13.75.
2TF959 15.00
The Roman Republic, tape & strip, (#95TF595), costs $13.75.
5TF595 15.00.
Roman Society, 2 strips, (#99FF228), costs $12.50.
9FF228 14.00.
Roman Political Instutions. (#91TF123), costs $13.75.
ITF123 15.00.
Julius Caesar, tape & strip, (#93TF821), costs $13.75.
3TF821 15.00.
Caesar's Army, 2 strips, (92FF967), costs $12.50.
2FF967 14.00.
The Roman Army, (920-89), costs $6.50. 99F973 7.00.
Cicero, tape & strip, (#91TF121), costs $13.75. ITF 121 15.00.
Vergil's Life & Works, tape & strip, (#94TF942), costs $13.75.
4TF942 15.00.
Myths & Legends of Ancient Greece, 2 color strips & LP records (#99RF 387-8), costs $36.50; (#9RF387-8) $39.50.

Encyclopaedia Britannica Educational Corp., 425 Michigan Ave., Chicago, Ill. 60611
Ancient Rome, 5 strips, with English caps (361870) or Latin caps (#61880), costs $6.00.
Roma: Urbs et Orbis, 5 strips with Latin caps (#62040), costs $6.00.

Eye Gate House Inc., 146-01 Archer Ave., Jamaica, N.Y. 11435
The Glory That Was Greece, #37D with cassette, costs $11.50.
The Grandeur That Was Rome, #37E with cassette, costs $11.50.
The Living Legacy of Greece & Rome, 4 strips & 2 cassettes, teacher's manuel & time chart, (TF6-2), costs $45; with 2 records (DF6-2), costs $44.
Fabulae Legendae Graeciae Romaeque Antiquae, 10 strips & 2 records, (#DF6-3), costs $72.

Imperial Film Co. Inc., 4404 S. Florida Ave., Lakeland, Fla. 33803
The Romans in Britain, with cassette (#608-2), costs $12.95; with record costs $11.
Classical Mythology, 4 strips & 2 records, costs $30.

Library Filmstrip Center, 3033 Aloma, Wichita, Kansas 67211
Alexander the Great, 1 strip with record, costs $18.
Chief Roman Deities, 1 strip with record, costs $18.
The Twelve Caesars, 1 strip with record, costs $18.

McGraw Hill, 330 W. 42nd St., New York, N.Y. 10036
Life in Ancient Times, 3 strips in color (#401361), costs $19.50.
Our Heritage from the Old World, 5 strips (#401410), costs $33.75.

Pathescope Educational Films, Inc., 71 Weyman Ave., New Rochelle, N.Y. 1080
The History of Ancient Greece, 6 strips, costs $44.50.
The History of the Roman Republic, 6 strips.
The History of the Roman Empire, 6 strips.

3. SLIDES

Commercial slide companies offer thousands of slides. The following list indicates areas of emphasis of particular companies when the name of the company itself does not do so. (See #10, MUSEUMS, for additional slides.)

The American Library Color Slide Co., Inc., 305 E. 45th St., New York, N.Y. 10017. (maps, history, mythology)

The Slide Library of the American Museum of Natural History, Central Park West & 79th St., New York, N.Y. 10024. (sites around the Mediterranean.)

The American Numismatic Society, Broadway at 155th St., New York, N.Y. 10032

CCC Films Inc., Collier Macmillan School & Library Services, Front & Brown St., Riverside, N.J. 08075. (history, everyday life)

Educational Audio Visual, Inc., Pleasantville, N.Y. 10570. (Roman life, history, Greek architecture)

German Consulate, 12 S. 12th St., Philadelphia, Pa. 19107, (also in Boston, New York City, New Orleans, etc.)
Romans on the Rhine, slide set with description from an exhibit in Köln, free on loan.

Prothmann Assoc., Inc., 650 Thomas Ave., Baldwin, N.Y. 11510 (sets on art & history)

Wolfe World Wide Films, 1657 Sautelle Blvd., Los Angeles, Cal. 90025. (monuments & sites)

4. TRANSPARENCIES for overhead projectors

Creative Visuals, Gamco Industries Inc., Box 1911, Big Spring, Texas 79720 (archaeology & mythology)

Eye Gate House, Inc., 146-01 Archer Ave., Jamaica, N.Y. 11435 (empires of antiquity)

GAF Corp., 140 W. 51st St., New York, N.Y. 10020. (history)

Jam Handy, Scott Educational Division, 104 Lower Westfield Rd., Holyoke, Mass. 01040. (The Odyssey)

Texas Education Agency, c/o Mr. Bobby LaBouve, Austin, Texas 78701. (Latin syntax)

Visual Products, 3M Co., Box 3100, St. Paul, Minn. 55101. (Rome)

5. PRINTS, PICTURES, & POSTERS

Encyclopaedia Britannica Educational Corp., 425 Michigan Ave., Chicago, Ill. 60611. (overlay reconstructions of Rome, Pompeii, & Greece)

The American Classical Leauge Service Bureau, Miami University, Oxford, Ohio. 45056. (pictures, posters, Roman calendar for current year)

Fideler Visual Teaching, 31 Ollowa N.W., Grand Rapids, Mich. 49502. (history of Rome & Greece in pictures)

Fototeca di Architettura e Topografia dell'Italia Antica, Via Angelo Masina, 5, Rome, Italy. (Possibly the largest collection of architecture & topography photographs of ancient Italian sites)

Orbilian Society, c/o D.W. Blandford, Trinity School, Croydon, Surrey, England. (maps, diagrams for models, pictures)

The University Prints, 15 Brattle St., Harvard So., Cambridge, Mass. 02138. (art & architecture prints)

6. MULTIMEDIA PACKAGES

EMC Corp., 180 6th St., St. Paul, Minn. 55101
Splendor from Olympus, 2 filmstrips, 8 cassettes, map, etc. presents a study of mythology, costs $87.50.

Encyclopaedia Britannica Educational Corp., 425 Michigan Ave., Chicago, Ill. 60611
Artes Latinae (Levels I & II), texts, tapes, filmstrips, study prints, student notebooks, teachers' manuals, unit tests, & key. (see Textbooks, #19)

Time/Life Education, Box 834, Radio City P.O., New York, N.Y. 10019
The Greece Package. 2 filmstrips, lecture books, wall print, & the Time/Life book, Classical Greece; costs $44.95.

The Rome Package. 5 filmstrips, Alva Replica of an Etruscan drinking cup, "Imperial Rome;" costs $64.95.

7. RECORDINGS

Audio Book Library, 301 Pasadena Ave., Pasadena, Cal. 91030. (Plato & Marcus Aurelius)

Caedmon Records, 505 8th Ave., New York, N.Y. 10018. (Greek & Latin poetry & prose; Greek tragedy)

Folkways Records, 701 7th Ave., New York, N.Y. 10020. (Greek poetry & tragedy, Latin lyric, epic & prose)

Society for Visual Education, 1345 W. Diversey Pkwy., Chicago, Ill. 60614. (Greek & Roman mythology.

8. TAPES & CASSETTES

The American Classical League Service Bureau, Miami University, Oxford, Ohio 45056. (Aeneid read in meter, fairy tales in Latin, dramas from Caesar & Cicero)

Educational Audio Visual Inc., Pleasantville, N.Y. 10570. (pattern drills, readings from Caesar, Cicero, & Vergil)

Halvorson Associates, P.O. Box 9975, Chevy Chase, Md. 20015. (Aristotle, Cicero, Epictetus, Herodotus, Lucretius, Plato, etc.)

Tapes Unlimited, Education Unlimited Corp., 3113 Puritan Ave., Detroit, Mich. 31001. (Roman & Greek history, mythology)

9. MAPS

Denoyer Geppert Co., 5235 Ravenswood Ave., Chicago, Ill. 60640.
The Achaean World, (#204041), cost $13.75
Ancient Greece, (#204051), cost $13.75
Roman Empire: At Time of Greatest Extent, (#213022-14), cost $45.
Caesar's Gaul, (#204151), cost $13.75
(Republican & Rome & Imperial Rome), (#204131), cost $13.75

10. REPLICAS, MODELS, JEWELRY, POSTCARDS

These are generally the stock of museums and some companies specializing in cast replicas. Catalogs can be obtained free or at a nominal charge.

Alva Museum Replicas, Inc., 30-30 Northern Blvd., Long Island City, N.Y. 11101. (sculpture, jewelry)

The American Classical League Service Bureau, Miami University, Oxford, Ohio. 45056. (coins, jewelry)

The Metropolitan Museum of Art, 5th Ave. at 82nd St., New York, N.Y. 10028. (coins, jewelry, postcards, replicas, silver, slides)

The Museum of Fine Arts, 465 Huntington Ave., Boston, Mass., 02115. (sculpture, postcards, slides)

The Walters Art Gallery, Mail Order Sales, 600 N. Charles St., Baltimore, Md. 21201. (statuary)

The University Museum, The University of Pennsylvania, 34th & Spruce Sts., Philadelphia, Pa. 19104. (coins, replicas, statuary)

GERMANY

Gipsformerei Berlin, 1 Berlin 19 (Charlottenburg), Sophie-Charlotten St. 17/18, West Berlin. (catalog of stuatuary & casts on request)

Glyptothek, Königsplatz, Munich. (casts from the Aegina Marbles, etc., postcards)

GREAT BRITAIN

The British Museum, Great Russell St., London, W.C.1. (postcards, replicas, casts)

GREECE

National Archaeological Museum, Patesion Street, Athens. (postcards, etc.)

FRANCE

Musées du Louvre, Paris. (postcards, replicas, casts)

ITALY

Museo Archaeologico di Firenze, Palazzo dalla Crocetta, Piazza della Santissima Annunziata, 9. (Etruscan collection)

Museo Nazionale di Napoli. (collection from Pompeii, Herculaneum, etc.)

Museo delle Terme, Piazza della Republica, Rome. (collection from Rome.)

Museo Nazionale di Villa Giulia, Viale delle Belle Arti, Rome. (collection from Lazio southern Etruria, and Umbria--mostly Etruscan)

Musei Vaticani, Rome. (Etruscan, Classical Christian, etc. collection)

Museo Capitolino, Palazzo del Museo Capitoline, Piazza del Campidoglio, Rome. (classical sculpture)

Museo dei Conservatori, Palazzo dei Conservatori, Piazza del Campidoglio, Rome. (classical art assembled by Mussolini, esp. bronzes)

Museo della Civilta Romana, Piazzale Giovanni Agnelli, Rome. (models and reproductions assembled to tell the history of Rome and its civilization)

11. PUBLICATIONS FOR STUDENTS

Acta Diurna. Orbilian Society, D.W. Blandford, Trinity School, Croydon, Surrey, England.

Auxilium Latinum. P.O.B. 345, Lyndhurst, N.J. 07071.

Res Gestae. Yale Book Co. Ltd., 34 Butternut St., Toronto 6, Canada.

VIII. BOOKS RECOMMENDED FOR A TEACHER'S LIBRARY

I. CATALOGS

1. Greek and Latin Classics catalogue, Blackwell, Ltd., Broad St., Oxford, England. (Blackwell's Books Oxford Telex). No charge for catalog.

2. Brochure listing Greek and Latin texts, St. Martin's Press, 175 Fifth Ave., N.Y.C. 10010, no charge.

II. DICTIONARIES AND REFERENCE

3. Allen, Vox Latina, A Guide to the Pronunciation of Classical Latin, Cambridge Univ. Press, 32 E. 57th St., N.Y.C. 10022, $7.50.

4. Allen & Greenough, New Latin Grammar, Demetrius & Victor, Box 24315, Los Angeles, Calif. 90024, $12.50.

5. Baker & Inglis, High School Course in Latin Composition, Macmillan Co., Riverside, N.J. 08875, $6.32; Key, $2.12. (Also useful as a concise grammar.)

6. Gayley, C.M., The Classic Myths in English Literature and in Art, Xerox College Publishing, 191 Spring St., Lexington, Mass. 02173, $9.00.

7. Gildersleeve & Lodge, Latin Grammar, St. Martin's Press (see #2), $6.95.

8. Lewis & Short, A Latin Dictionary, Oxford Univ. Press, 16-00 Pollitt Dr., Fair Lawn, N.J. 07410, $22.00.

9. Oxford Classical texts (complete texts of Classical works, often the accepted authority) Oxford Univ. Press (see above), listed in the Blackwell catalogue (see #1).

10. The Oxford Companion to Classical Literature, ed. Sir Paul Harvey, Oxford Univ. Press (see above), $8.50.

11. Simpson, Cassell's New Latin Dictionary, Lat.-Eng., Eng.-Lat., Funk & Wagnall's Company, 666 Fifth Ave., N.Y.C. 10019, $8.95.

12. Smith, W., A Smaller Classical Dictionary, ed. Blareney & Warrington, E. P. Dutton & Co., Inc., 201 Park Ave. South, N.Y.C. 10003, $1.65, paper.

13. Thomson, J.O., Everyman's Classical Atlas, E.P. Dutton & Co., Inc., (see above), $5.50.

III. HISTORY AND CIVILIZATION

14. Bourne, A History of the Romans, D.C. Heath Company, 125 Spring St., Lexington, Mass. 02173, $9.95.

15. Carcopino, Daily Life In Ancient Rome, Bantam Books, Inc., 666 Fifth Ave., N.Y.C. 10019, paper, $1.45.

16. Cary, History of Rome, St. Martin's Press (see #2), $7.95.

17. Davis, W.S., A Day in Old Rome, Biblo & Tannen Booksellers & Publishers, Inc., 63 Fourth Ave., N.Y.C. 10003, $5.50.

18. Frank T., A History of Rome, Holt, Rinehart & Winston, Inc., 383 Madison Ave., N.Y.C. 10017, text ed. $10.50.

19. Robinson, History of Greece, Apollo Editions, c/o Thomas Y. Crowell Co., 666 Fifth Ave., N.Y.C. 10019, $2.75, paper.

IV. LITERARY HISTORY AND COMMENTARY

20. Duff, J.W., A Literary History of Rome from the Origins to the Close of the Golden Age, 3d ed., Barnes & Noble, 10 E. 53rd St., N.Y.C. 10022, $8.50.

21. Duff, J.W., A Literary History of Rome in the Silver Age: From Tiberius to Hadrian, 3d ed., Barnes & Noble (see above).

22. Raven, Latin Metre: An Introduction, Humanities Press, 303 Park Ave., South, N.Y.C. 10010, $7.25.

V. FOR SPECIFIC COURSES

Caesar

23. Balsdon, J. P., Julius Caesar, Atheneum Publishers, 122 E. 42nd St., N.Y.C. 10017.

24. Isenberg & Haywood, Caesar, Horizon Caravel Books: Adventures in History Series, American Heritage Publishing Co., Dist. by Harper & Row, Publishers, 10 E. 53rd St., N.Y.C. 10022, $5.89.

Catullus

25. McKay & Shepherd, Roman Lyric Poetry: Catullus and Horace, St. Martin's Press (see #2), $5.95.

26. Quinn, The Catullan Revolution, Univ. of Michigan Press, 615 E. University, Ann Arbor, Mich. 48106, $1.95, paper.

27. The Poems, ed. Quinn, St. Martin's Press (classical series) (see #2), $7.95.

28. Cowell, Cicero and The Roman Republic, Peter Smith Publisher, Inc., 6 Lexington Ave., Magnolia, Mass. 01930, $4.25.

29. Jenney & Scudder, Third Year Latin, Allyn & Bacon, Inc., Rockleigh, N.J. 07647. (especially for its commentary).

30. Taylor, Party Politics in the Age of Caesar, Univ. of California Press, 2223 Fulton St., Berkeley, Cal. 94720, paper, $2.65.

Horace

31. Collinge, The Structure of Horace's Odes, Oxford Univ. Press, Inc. (see #8), $6.25.

32. Wilkinson, Horace and his Lyric Poetry, Cambridge Univ. Press, (see #3), $7.50, paper, $2.45.

Livy

33. Walsh, Livy, his Historical Aims and Methods, Cambridge Univ. Press (see #3), $13.50.

Ovid

34. Otis, Ovid as an Epic Poet, 2d ed., Cambridge Univ. Press (see #3), $16.50.

Virgil

35. Anderson, The Art of the Aeneid, Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632, ref. ed. $5.95.

36. Commager, Virgil, A Collection of Critical Essays, Prentice-Hall, Inc. (see above), paper, $1.95.

37. Distler, Vergil and Vergiliana, Loyola Univ. Press, 3441 N. Ashland Ave., Chicago, Ill. 60657, $5.00.

38. Otis, Virgil, A Study in Civilized Poetry, Oxford Univ. Press, Inc. (see #8), $11.00.

39. Prescott, The Development of Virgil's Art, Russell & Russell, 122 E. 42nd St., N.Y.C. 10017, $11.00.

40. Quinn, Vergil's Aeneid: A Critical Description, Univ. of Michigan Press (see #26), $9.75.

41. Virgil: Oxford Series of individual books of the Aeneid, Books 1-6 (see "Textbooks," #62).

42. Virgil, Aeneid 1-6, ed. T.E. Page (see "Textbooks," #63).

BOOKS RECOMMENDED FOR A SCHOOL LIBRARY

I. Those recommended for a teacher's library

II. Dictionaries and Reference

1. Atlas of the Classical World, ed. Van der Heyden & Scullard, Thomas Nelson, Inc., 407 Seventh Ave., South, Nashville, Tenn. 37203.

2. Gayley, C. M., Classic Myths in English Literature and Art, xerox Education Group, Xerox Corp., 1200 High Ridge Rd., Stamford, Conn. 06905.

3. Grandgent, C.V., An Introduction to Vulgar Latin, Hafner Press, 866 Third Ave., N.Y.C. 10022.

4. Graves, R., Greek Myths, 2 vols., Penguin Books, Inc., 72 Fifth Ave., N.Y.C. 10011; Pelican Publishing Co., Inc., 63 Burmaster St., Gretna, La. 70053, paper.

5. Harper's Dictionary of Classical Literature and Antiquities, Cooper Square Publishers, Inc., 59 Fourth Ave., N.Y.C. 10003.

6. Lewis & Short, A Latin Dictionary, Oxford University Press, 16-00 Pollitt Dr., Fair Lawn, N.J. 07410.

7. Liddell & Scott, Intermediate Greek-English Lexicon, Oxford Univ. Press (see #6).

8. Merguet, H., Lexikon Zu den Schriften Cäsars, George Olms, Hildesheim, Germany, 1963.

9. New Larousse Encyclopedia of Mythology, rev. ed., G. P. Putnam's Sons, 200 Madison Ave., N.Y.C. 10016.

10. The Oxford Classical Dictionary, 2d ed., ed. Hammond & Scullard, Oxford Univ. Press (see #6).

11. The Oxford Companion to Classical Literature, ed. Harvey, Oxford Univ. Press (see #6).

12. Rosenmeyer, T.W. et al., The Meters of Greek and Latin Poetry, Bobbs-Merrill Co., Inc., 4300 W. 62nd St., Indianapolis, Ind., 46268.

13. Scherer, M., Legends of Troy (Illus.), Phaidon Art Books, Dist. by Praeger Publishers, 111 Fourth Ave., N.Y.C. 10003.

14. Shepherd, W.R., Historical Atlas, Harper & Row Publishers, 10 E. 53rd St., N.Y.C. 10022.

15. Sturtevant, E.H., The Pronunciation of Greek and Latin, 2d ed., Argonaut, Inc., Publishers, 737 N. Michigan Ave., Chicago, Ill. 60611.

16. Wetmore, Index Verborum Vergilianus, 2d ed., George Olms (see #8)

17. Willis, J., Latin Textual Criticism, Univ. of Illinois Press, Urbana, Ill. 61801.

III. History and Civilization

18. Balsdon, J.P., Life and Leisure in Ancient Rome, McGraw-Hill Book Company, 1221 Ave. of the Americas, N.Y.C. 10020.

19. Casson, L., Ships and Seamanship in the Ancient World, Princeton Univ. Press, Princeton, N.J. 08540.

20. Cambridge Ancient History Series, Vol. IX, Roman Republic, One Hundred Thirty-Three to Fourty-Four B.C., & Vol. X, Augustan Empire, Forty-Four B.C. - A.D. Seventy, Cambridge Univ. Press, 32 E. 57th St., N.Y.C. 10022.

21. Bury, J.B., History of Greece to the Death of Alexander the Great, St. Martin's Press, 175 Fifth Ave., N.Y.C. 10010.

22. Cary, M., History of Rome down to the Reign of Constantine, St. Martin's Press (see above).

23. Dudley, Urbs Roma, A Source Book of Classical Texts on the City and its Monuments, Phaidon Art Books (see #13).

24. Foligno, C., et al., The Legacy of Rome, ed. C. Bailey, Oxford Univ. Press (see #6).

25. Gibbon, E., The Decline and Fall of the Roman Empire, abridged ed., Dell Publishing Co., Inc., 1 Dag Hammarskjold Plaza, 245 E. 47th St., N.Y.C. 10017.

26. Grant, M., The World of Rome, Praeger Publishers, 111 Fourth Ave., N.Y.C. 10003, New American Library 1301 Avenue of the Americas, N.Y.C. 10019, paper.

27. Harris, H.A., Sport in Greece and Rome, ed. H.H. Scullard, Cornell Univ. Press, Sales Mgr., 124 Roberts Pl., Ithaca, N.Y. 14850.

28. Johnston, M., Roman Life, Scott Foresman & Co., 1900 E. Lake Ave., Glenview, Ill. 60025.

29. Johnston, H.W., The Private Life of the Romans, Cooper Square Publishers, Inc. (see #5).

30. Kahler, H., The Art of Rome and her Empire, Crown Publishers, Inc., 419 Park Ave. South, N.Y.C. 10016.

31. Plutarch's Lives, Modern Library Giant, Random House, Inc., 201 E. 50th St., N.Y.C. 10022.

32. Schramuzza & MacKendrick, The Ancient World, Holt, Rinehart & Winston, Inc., 382 Madison Ave., N.Y.C. 10017.

33. Snowden, F.M., Blacks in Antiquity: Ethiopians in the Greco-Roman Experience, Harvard Univ. Press, 79 Garden St., Cambridge, Mass. 02138.

34. Suetonius, The Twelve Caesars, trans. by R. Graves, Penguin Books, Inc., (see #4).

35. Taylor, L.R., Party Politics in the Age of Caesar, Univ. of California Press, 2223 Fulton St., Berkeley, Cal. 94720.

36. Von Hagen, V.W., Roman Roads, World Publishing Co., 110 E. 59th St., N.Y.C. 10022.

IV. Literary History and Commentary

37. Copley, F.O., Latin Literature: From the Beginnings to the Close of the Second Century A.D., Univ. of Michigan Press, 615 East University, Ann Arbor, Mich. 48106.

38. Ferguson, J., A Companion to Greek Tragedy, Univ. of Texas Press, Box 7819, Austin, Tex. 78712.

39. Frank, T., Life and Literature in the Roman Republic, Univ.of California Press (see #35).

40. Greek Plays in Modern Translation, ed. D. Fitts, Dial Press, Inc., 1 Dag Hammarskjold Plaza, 245 E. 47th St., N.Y.C. 10017.

41. Hadas, M.A., A History of Greek Literature, Columbia Univ. Press, 562 W. 113th St., N.Y.C. 10025.

42. Hadas, M.A., A History of Roman Literature, Columbia Univ. Press (see above).

43. Hamilton, E., The Roman Way, W.W. Norton & Company, Inc. 500 Fifth Ave., N.Y.C. 10036.

44. Highet, G., The Classical Tradition, Oxford Univ Press (see #6).

45. Highet, G., Poets in a Landscape, Alfred A. Knopf, Inc., 201 E. 50th St., N.Y.C. 10022.

46. Mackail, J.W., Latin Literature, Frederick Ungar Publishing Co., Inc., 50 Park Ave. South, N.Y.C. 10003.

47. Mendell, C.W., Latin Poetry: The New Poets and Augustus, Yale Univ. Press, 92 A Yale Station, New Haven, Conn. 06520.

48. Norton & Rushton, Classical Myths in English Literature, Greenwood Press, Inc., 51 Riverside Ave., Westport, Conn. 06880.

49. Oates, W.J., The Stoic and Epicurean Philosophers, Modern Library Giant, Random House, Inc., (see #31).

50. Palmer, L.R., The Latin Language, Humanities Press, Inc., 303 Park Ave. South, N.Y.C. 10010.

51. Platnauer, M ., Fifty Years and Twelve of Classical Scholarship, Barnes & Noble, 10 E. 53rd St., N.Y.C. 10022.

52. Quinn, K., The Catullan Revolution, Univ. of Michigan Press (see #37).

53. Rose, H.J., A Handbook of Latin Literature, E. P. Dutton & Co., 10 E. 53rd St., N.Y.C. 10022.

54. Scherer, M.R., The Legends of Troy in Art and Literature, Phaidon Art B ooks (see #13).

55. Walsh, P.G., The Roman Novel, Cambridge Univ. Press (see #20).

56. Wright & Sinclair, A History of Later Latin Literature from the Middle of the Fourth to the End of the Seventeenth Century, Fernhill House, Ltd., c/o Humanities Press, Inc. (see #50).

V. For Special Courses

Classical texts, including the Oxford Classical, and the Teubner series (recommended: Teubner: Julius Caesar, vol. I, Bellum Gallicum, see 1) are available from Balckwell, Ltd., Broad St., Oxford, England, and are listed in its Greek and Latin Classics catalogue.

Caesar

57. Adcock, F.E., Caesar as Man of Letters, The Shoe String Press, Inc., 995 Sherman Ave., Hamden, Conn. 06514.

58. Caesar I (Bellum Gallicum) Oxford Univ. Press (see #6).

59. Caesar's Gallic Campaigns, ed. S.G. Brady, Stackpole Books, Cameron & Kelker Sts., Harrisburg, Pa. 17105.

60. Duggan, A., Julius Caesar, Alfred A. Knopf, Inc., (see #45).

61. Grant, M., Julius Caesar, Weidenfeld & Nicolson, Ltd., 11 St. John's Hill, London S.W. 11, England.

62. Walter, G., Caesar: A Biography, Charles Scribner's Sons, 597 Fifth Ave., N.Y.C. 10017.

63. Warner, R., The Young Caesar, "Atlantic, Little, Brown, & Company," 34 Beacon St., Boston, Mass. 02106.

Catullus

64. Havelock, E.A., The Lyric Genius of Catullus, Blackwell Ltd., Broad St., Oxford, Eng.

65. Wheeler, A.L., Catullus and the Traditions of Ancient Poetry, Univ. of California Press, 1964 (see #35).

Cicero

66. Bailey, D.R.S., Cicero, Charles Scirbner's Sons (see #62).

67. Bennett, New Cicero, Allyn & Bacon, Inc., 470 Atlantic Ave., Boston, Mass. 02210.

68. Cicero, Orationes, Oxford Classical Text. Oxford Univ. Press (see #6).

69. Cicero, Studies in Latin Literature, ed. T.A. Dorey, Rutledge & Kegan Paul, Ltd., 68-74 Carter Lane, London, Eng.

70. Hutchinson, L., The Conspiracy of Catiline, Barnes & Noble (see #51).

71. Kaplan, A., Catiline: His Life and his Role in the Roman Revolution, Exposition Press, Inc., 50 Jericho Tpke., Jericho, N.Y. 11753.

72. Smith, R.E., Cicero the Statesman, Cambridge Univ. Press (see #20).

Horace

73. Collinge, N.E., The Structure of Horace's Odes, Oxford Univ. Press (see #6).

74. Commager, H.S., The Odes of Horace: A Critical Study, Yale Univ. Press (see #47); Indiana Univ. Press, Tenth & Morton Sts., Bloomington, Ind. 47401, paper.

75. Frankel, E., Horace, Oxford Univ. Press (see #6).

76. Horace: Odes and Epodes, ed. E.C. Bennett, Allyn & Bacon, Inc., Rockleigh, N.J. 07647.

Ovid

77. Frankel, H., Ovid: A Poet Between Two Worlds, Univ. of California Press (see #35).

78. Ovid, Metamorphoses, Bks. VI -X, ed. W.S. Anderson, Univ. of Oklahoma Press, 10005 Asp Ave., Noyman, Okla. 73069.

79. Wilkinson, L.P., Ovid Surveyed, Cambridge Univ. Press (see #20).

Plautus and Terence

80. Beare, W., The Roman Stage: A Short History of Latin Drama in the Time of the Republic, ed. N.G. Hammond, Barnes & Noble (see #51).

81. Duckworth, G.E., The Nature of Roman Comedy: A Study in Popular Entertainment, Princeton Univ. Pres, Princeton, N.J. 08540.

82. Segal, E., Roman Laughter: The Comedy of Plautus, Harvard Univ. Press, 79 Garden St., Cambridge, Mass. 02138; Harper & Row Publishers, 10 E. 53rd St., N.Y.C. 10022, paper.

Virgil

83. Bailey, C., Religion in Virgil, Barnes & Noble (see #51).

84. Conington & Nettleship, The Works of Virgil, , George Olms (see #62).

85. Humphries, R., The Aeneid of Virgil, Charles Scribner's Sons (see #62).

86. Knight, W.J., Roman Vergil, Barnes & Noble (see #51).

87. Lewis, C.S., A Preface to Paradise Lost, Oxford Univ. Press (see #6).

88. McKay, A.G., Vergil's Italy, N.Y. Graphic Society Ltd., 140 Greenwich Ave., Greenwich, Conn. 06830.

89. Poeschl, V., The Art of Vergil: Image and Symbol in the Aeneid, Univ. of Michigan Press (see #37).

90. Tillyard, E.M.W., The English Epic and its Background, Oxford Univ. Press (see # 6).

91. Virgil, Aeneid 1-6, ed. R.D. Williams, St. Martin's Press (see #21).

92. Virgil, Aeneidos Liber Quartus, ed. A.S. Pease, Wissenschaftliche Buchgesell Schaft, Darmstadt, Ger.

93. Virgil, Opera, Oxford Classical Text, Oxford Univ. Press (see #6).

94. Wetmore, Index Verborum Vergilianus, 2nd ed., 1961, George Omms (see #8).

IX PROFESSIONAL ORGANIZATIONS

I. National

American Classical League (ACL), Miami University, Oxford, Ohio 45056. Dues, $5 a year, include Classical Outlook (CO), monthly Sept.-June, with news, teaching hints, and brief book reviews. ACL runs the Senior Classical League and National Junior Classical League (for students), and operates a teacher placement bureau and a Service Bureau that publishes and distributes a large selection of classroom aids: calendar, maps, pictures, games, stories, and teaching hints. Brochure sent on request - ACL also holds an Annual Conference and Institute at Oxford, Ohio, in June.

American Council on the Teaching of Foreign Languages (ACTFL), 62 Fifth Ave., New York, N.Y. 10011. Dues, $10 a year, include F.L. Annals, a quarterly giving a good deal of bibliographical material on foreign-language teaching, including some on Latin, and Accent on ACTFL, quarterly with teaching hints and news.

American Philological Association (APA): Sec'y-Treas. John J. Bateman, U. of Illinois, Foreign Languages Building, Urbana, Ill. 61801. Dues $15 a year, include Transactions and Proceedings of APA (TAPA), annual containing scholarly articles, some on Catullus, Cicero, Horace, Ovid and Vergil. APA meets annually after Christmas, with AIA.

Archaeological Institute of America (AIA), 260 West Broadway, New York, N.Y. 10013. Dues $15 a year, include American Journal of Archaeology

(AJA) a professional quarterly, or Archaeology ($8.50 separately) a non-technical quarterly frequently containing articles of interest to Latin, Greek, or Ancient History classes. AIA meets annually after Christmas, with APA.

The National Association of Independent Schools (NAIS), 4 Liberty Sq., Boston, Mass. 02109, holds an annual conference in a major city in March. There is a session for Latin teachers, with a speaker and discussion, NAIS also maintains a list of schools that welcome visitors and publishes a semi-annual Newsletter for Latin teachers.

Vergilian Society (VS), Sec'y. Howard T. Easton, 12 Pleasant View Drive, Exeter, N.H. 03833. Dues, $3.50, include Vergilius, annual with bibliography, reviews, and articles, all relating to Vergil. VS runs a summer study program for teachers at Cumae (Italy) in 2-week sessions plus an optional 4-week travel session. Meets annually, usually with APA after Christmas.

II. Regional

Note: Many regional associations offer combination subscriptions that include periodicals other than their own.

Classical Association of the Atlantic States (CAAS), Sec'y-Treas. Evelyn H. Clift, U. of Delaware, Newark, Del. 19711. Dues, $6.50, include the valuable Classical World (CW), published monthly, Sept-May, containing bibliographies of major classical authors, reviews, articles, discussion of teaching methods, announcements of scholarships

and summer programs and annual lists of textbooks in print and of audio-visual materials available. Classical Journal (see below) may be substituted for CW. CAAS meets in Nov. or Dec. and in April, sponsors a Summer Latin Workshop, and is planning to reinstitute its annual summer scholarship to Athens or Rome.

Classical Association of the Middle West and South (CAMWS), Sec'y-Treas. Robert A. Tucker, Dept. of Classics, U. of Georgia, Athens, Ga. 30601. Dues, $8.50 a year, include Classical Journal (CJ), published Oct., Jan., Mar., and May, containing reviews, articles, discussion of teaching methods, and announcements of programs. CW (see above) may be substituted for CJ. CAMWS meets each spring, with an additional meeting of the Southern Section every other fall, offers summer scholarships to Rome and Athens, and makes awards to high-school seniors continuing Latin in college.

Classical Association of New England (CANE), Sec'y-Treas. Z. Philip Ambrose, U. of Vermont, Burlington, Vt. 05401. Dues $7 a year, include CJ or CW. CANE meets each spring, sponsors a summer New England Latin Workshop, and offers a summer scholarship to Rome.

Teachers of Classics in New England (TCNE), 319 Boylston Hall, Harvard Univ., Cambridge, Mass. 02138. No dues. School and college Classics teachers who meet three Saturdays a year at Harvard's Signet Society: reports on methods, books, Advanced Placement, etc.

Classical Association of the Pacific Northwest (CAPN), Sec'y-Treas. Winifred E. Weter, Seattle Pacific College, Seattle, Wash. 98119. Dues $8.30 include CW or CJ. Meets each spring.

III. State and Local

Many states and some cities have classical associations, organized as independent groups or as units of the regional classical association or the state education association. For information consult your state Department of Education.

IV. Abroad

Two British organizations are of especial interest to American teachers of Classics:

The Joint Association of Classical Teachers (JACT), 31-34 Gordon Sq., London W.C.1, publishes Didaskalos ($3 for non-members), a magazine largely devoted to discussion of methods, and New Surveys in the Classics, a new series of monographs on such authors as Cicero, Homer, Horace, and Virgil. Non-member subscriptions to Didaskalos: Basil Blackwell, 49 Broad St., Oxford, England.

The Virgil Society, Hon. Treas. Dr. L. Watkiss, 106 Honey Lane, Waltham Abbey, Essex, England. Membership $1.50, includes annual Proceedings, which contains useful articles on Virgil. May be joined through Vergilian Society.

Periodicals

There are a few useful periodicals other than those (above) published by the various classical societies:

American Classical Review (ACR), Queens College, CUNY, Flushing, N.Y. 11367, appears bimonthly and is primarily bibliographical. Its principal features are excellent lists of Books for Greek and Latin Courses (Jan.) and Books for Classics Courses (May). There are also book reviews and a list of Fiction and Books for Young Readers.

American Journal of Philology (AJP), Journals Manager, The Johns Hopkins Univ. Press, Baltimore, Md. 21218. Subscription $8.50. A quarterly containing scholarly aritcles and reviews.

Classical Bulletin (CB), Dept. of Classics, St. Louis Univ., St. Louis, Mo. 63103. Subscription about $3; less through regional classical associations. A small periodical published monthly (Nov.-Apr.) containing short articles and reviews. CB also publishes separately some teaching aids.

Classical Philology (CP), The Univ. of Chicago Press, 5801 Ellis Ave., Chicago, Ill. 60637. Subscription $8. A quarterly containing scholarly articles and reviews.

Conferences

Other than the conferences held by the associations listed above and those held by state and local groups, there are the following:

College Board Regional Conferences are held annually in the various sections of the country to discuss college admissions, the college board exams, Advanced Placement, and the other programs of the College Board. Address: College Entrance Examination Board (CEEB), 888 7th Ave., New York, N.Y. 10019.

The Northeast Conference on the Teaching of Foreign Languages takes place in New York City in April. There are sessions for Latinists. Address: Mrs. Nancy W. Lian, 320 Riverside Drive, New York, N.Y. 10025.

Graduate Education

I. Regular Session

Many universities have graduate programs in Greek, Latin, and classical civilization in their regular sessions. Of these a good number have scholarship funds specifically designated for graduate students of the classics. Occasionally, but by no means always, these funds are advertized in periodicals such as Classical World and Classical Journal. Often it is better to write to the Chairman of the Department of Classics than to the Graduate School Admissions Office of the university in which you are interested.

II. Summer Session

There are a large number of summer sessions in the U.S. that offer classical studies for graduate credit. A selection of universities who have advertized summer sessions recently:

Fordham Univ., Bronx, N.Y.

Univ. of Maryland, College Park, Md.

Univ. of Michigan, Ann Arbor, Mich.

Penn State Univ., University Park, Pa.

Stanford Univ., Stanford, Calif.

Univ. of Texas, Austin, Tex.

Trinity College, Hartford, Conn.

Tufts Univ., Medford, Mass.

Univ. of Virginia, Charlottesville, Va.

Univ. of Washington, Seattle, Wash.

Wayne State Univ., Detroit, Mich.

Three perennial summer programs abroad in the field of classics (with emphasis on archeology) are primarily for Americans, those of:

The American Academy in Rome (School of Classical Studies), Via Angelo Masina 5, 00153, Rome, Italy.

The American School of Classical Studies at Athens, Prof. Anna S. Benjamin, Dept. of Classics, Douglass College, Rutgers, New Brunswick, N.J. 08903.

The Vergilian Society - listed under Professional Organizations.